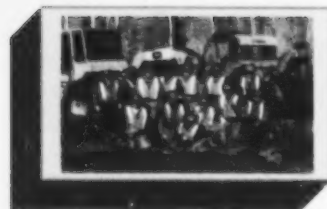




Annual Report 2003-04

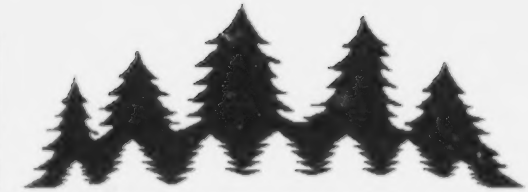


Northlands College



MISSION

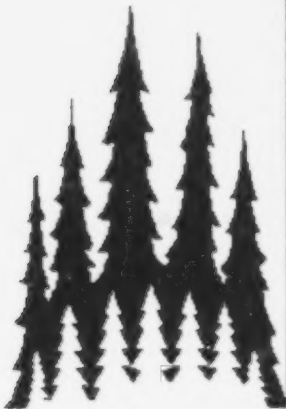
The Mission of Northlands College is to provide quality education and training programs and services that will meet the development and employment needs of Northerners, enhance social and economic development, and prepare Northerners to participate in the global economy.



PHILOSOPHY

Northlands College Believes That:

→ learning is a life-long process and there is potential for all individuals to grow and to change at all stages of their lives.



- northern residents should have opportunities for personal growth, and for participation in the social and economic development of the Province, particularly the North.
- adults have rights and responsibilities for their own education: what to learn; how to learn; when to learn; where to learn.
- adult training and education improves the quality of life by enhancing employability, increasing educational levels, and providing opportunities for enhanced personal and professional development
- adult training and education develops healthy communities as well as healthy individuals.
- adult training and education agencies should be accessible, accountable, and responsive to the communities served.
- a co-operative, collaborative approach among agencies involved with education and services will increase efficiency and effectiveness and enhance benefits for all.
- collaboration and partnerships with business and industry increases quantity and quality of training opportunities, maximizes available resources, enhances skill transfer and improves opportunities for employment.

PRINCIPLES

Northlands College adheres to the following guiding principles:

- **Accessibility:** Increase access to a broad range of programs and services by focusing on improved extension and decentralization of programs and services, expanded partnerships, program development, use of technology, collaboration, coordination and enhanced counselling support.
- **Responsiveness, Relevance and Community Involvement:** Promote responsiveness to the needs of the north through the development of effective partnerships with local and aboriginal governments, funding agencies, business and industry, K-12 school systems, and other stakeholders in the planning and development of relevant training, education and career opportunities.
- **Quality:** Maintain and enhance the quality of adult training and education in order to improve the quality of life, to ensure portability of skills and to better position northerners to compete in a global economy.
- **Accountability:** Improve accountability to the public for use of resources and achievement of outcomes in College programs and services.
- **Optimizing Resources:** Optimize the use of available resources in order to maximize opportunities for learners.
- **Mobility:** Provide education and training which enables learners to achieve upward and lateral mobility between provincial programs and institutions and within the national and international context.
- **Equity:** Adopt inclusive approaches to achieve equitable opportunity and success.
- **Public Image:** Enhance the College's profile and reputation through the promotion of College programs, services and achievements.



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Letter of Transmittal

December 17, 2004

Honourable Andrew Thomson
Minister of Saskatchewan Learning
307 Legislative Building
Regina, Saskatchewan
S4S 0B3

Dear Minister Thomson:

On behalf of the Board and in accordance with the regulations under the Regional Colleges Act of the Province of Saskatchewan, I am pleased to submit the Annual Report of Northlands College for the fiscal year ended June 30, 2004.

We remain,

Respectfully yours,

Louis Gardiner
Board Chairperson





Report of the Board of Governors 2003- 2004

The board provides direction and ensures controls necessary for accountability through the establishment of board policies. Policy development and review is a standing agenda item at each regular board meeting. During 2003-04, the board developed a new policy establishing an evaluation process for the Northlands College Employment Equity Plan and revised four (4) standing board policies in the areas of governance and executive limitations. In accordance with board policy, a formal evaluation of the CEO was completed in June, 2004. The board also participates in the development of administrative policies through its representation on a college policy council comprised of senior management, administrative support staff, instructional staff and two board representatives.

In addition to the goals and objectives identified in the annual Business Plan, the board adopted the following goals as specific areas of board focus for 2003-04:

Board Goals	Outcomes
Provide increased access to basic education programming for smaller communities.	Despite an overall decrease in basic education activity due to a reduction in partnership funding, the board allocated approximately \$140,000 in college reserves to increase basic education and literacy programming across the north. Included within the allocation was a financial commitment of \$60,000 to the Masinahikana School (on-line high school) to provide access to Grade 10 certification particularly in more remote communities.
Work closer with the K-12 secondary school systems in the North.	The board continued to provide financial support to the alternate education program partnership with Ile a la Crosse School Division and Dumont Technical Institute. The College co-chairs the Education and Training Subcommittee of the Northern Labour Market Committee. The subcommittee includes representation from the provincial and First Nations K-12 system and the northern post-secondary institutions. A major focus of the committee is the development of a comprehensive math/science strategy for northern Saskatchewan.
Encourage development of long-term training programs that lead to employment	The board encouraged the expansion of the Oil Sands Subcommittee role to incorporate the development of a long-term training strategy directed at employment opportunities in the Ft. McMurray oil sands. The subcommittee has adopted the expanded role and plans are underway for training directed at impending construction projects.



Board Goals (continued)	Outcomes
Increase Northlands College visibility in northern Saskatchewan, particularly with high school students.	The board allocated funds to undertake a marketing audit to assess current level of visibility, awareness, perceptions and satisfaction levels. The audit was conducted by an external firm and included focus groups and surveys involving the following stakeholder groups: • Grade 12 high school students, guidance counselors and teachers • Partnering agencies, organizations and employers • College students
Encourage and promote the use of technology with northern stakeholders	The College continues to hold a board seat on Keewatin Career Development Corporation (KCDC) whose primary mandate is to increase Information and Communication Technology access in northern Saskatchewan. The College is partnering with Northern Lights School Division and KCDC in the operation of an on-line high school. Through a partnership with New North, Government Relations and Aboriginal Affairs, KCDC, Northern Lights School Division, La Crosse School Division, Creighton School Division and Saskatchewan Learning, the College has installed a videoconference suite in Buffalo Narrows accessible to other organizations and agencies. It is the college's intent to also incorporate videoconferencing capability into the TEL Centres in La Ronge and Creighton
Promote physical fitness and a healthy lifestyle.	The board launched an "In Motion" program at the college to encourage physical fitness among staff.

The board experienced a change in two members during the 2003-04 fiscal year. Greg Nabess of Cumberland House was replaced by Brian Chaboyer effective February, 2004. Gabe Stenne of Camsell Portage representing the Athabasca region resigned effective May, 2004

Phase 1 of the capital facility project in Creighton was completed by June with a grand opening in September, 2004. Due to the inadequacy of facilities in the Athabasca Region, the board has undertaken a feasibility study to ascertain options for a training/student residence facility in Stony Rapids.

The Northlands College Scholarship Foundation awarded the following scholarships in 2003-04:

- Four (4) Northlands College Scholarships for a total value of \$2,000
- Board of Governors Scholarship valued at \$500
- Two (2) Centennial Merit Scholarships co-sponsored by Saskatchewan Learning and Cameco for a total value of \$7,000.

In accordance with the Education Leave Policy, the board approved education leave/professional development for 4 staff at a cost of \$30,000.



Governance 2003-2004

Board of Directors

Louis Gardiner – Chairperson Ile a la Crosse	Brian Chaboyer Cumberland House (effective February 11, 2004)
Brian Morin Buffalo Narrows	Brenda Janvier La Loche
Darrell McCallum Pelican Narrows	Therese Wheeler Creighton
Gladys Christiansen La Ronge	Sandy Rediron Beauval
Gabe Stenne Camsell Portage	Greg Nabess Cumberland House (to September 12, 2003)

Board Meeting Schedule

September 18 th , 2003	Regular Board Meeting
October 16 th , 2003	Regular Board Meeting
November 19 th , 2003	Regular Board Meeting
December 18 th , 2003	Regular Board Meeting
January 15 th , 2004	Regular Board Meeting
February 19 th , 2004	Regular Board Meeting
March 18 th , 2004	Regular Board Meeting
April 15 th , 2004	Regular Board Meeting
May 20 th , 2004	Regular Board Meeting
June 16 th , 2004	Annual Board Meeting
June 17 th , 2004	Regular Board Meeting

Board Committees

Executive Committee (includes personnel & audit functions)

Louis Gardiner – Chairperson
 Brian Morin – Vice-Chairperson
 Sandy Rediron – Member-at-Large

Negotiations Committee

Darrell McCallum

ASRC Representative

Louis Gardiner

Scholarship Committee

Therese Wheeler

Policy Council Representatives

Therese Wheeler
 Darrell McCallum



Report of the Chief Executive Officer

Northlands College continues to serve the education and training needs of the adult population of northern Saskatchewan through a partnership model that engages a broad range of organizations, agencies, communities and government departments. The range and type of programs and services provided are in direct response to the need as expressed by northern communities, business and industry, Métis and First Nations organizations, and other northern stakeholders through an extensive and ongoing consultation process.

In 2003-04, the College delivered a total of 124-skill training, basic education and university level programs (*table 1*) to 1845 students (*table 2*). As reflected in the tables below, this is the lowest level of programming activity in the past five (5) years. The College is heavily reliant on partnership funding to resource its annual program plan. In 2003-04 the College experienced an \$800,000 reduction in partnership revenue resulting in a corresponding drop in programming levels.

Table 1
Comparative Program Activity Levels

	2002-2003		2003-2004	
	Programs	Enrolment	Programs	Enrolment
Skill Credit	65	663	49	526
Skill Non-Credit	26	288	20	209
Basic Education Credit	23	468	10	232
Basic Education Non-Credit	32	1056	33	759
University	10	138	12	119
Total	156	2613	124	1845

*Services no longer included as per Business Rules

Table 2
Student Completion Rates

Year	# of Programs	Enrolment	Completion Rates
1999-2000	168	2553	86%
2000-2001	184	2518	83%
2001-2002	184	2965	82%
2002-2003	156	2613	83%
2003-2004	124	1845	83%

*Services no longer included as per Business Rules

A disproportionately high percentage of northern residents do not have the level of educational attainment necessary to allow full participation in the labour force or provide access to skill training required for impending job opportunities. Consequently, a significant focus for the college continues to be basic education. Funding levels, however, remain woefully inadequate to meet the need and demand. This was particularly evident in 2003-04 where, as a result of the reduction in partnership funding, the college's basic education delivery capacity dropped significantly and resulted in 30% fewer basic education students being served than the previous year.

Despite a downturn in programming activity, there were a number of new and exciting developments. In the area of technology enhanced learning, videoconferencing capability was incorporated into the College's TEL strategy as a result of a partnership agreement with the three provincial school divisions in the north, Keewatin Career Development Corporation, New North, Government Relations and Aboriginal Affairs and SaskTel. Within the first year of the pilot, the College used videoconferencing for a number of college meetings and as a result was able to reduce travel costs and staff travel time. Through our partnership with Northern Lights School Division and Keewatin Career Development Corporation in the Masinahikana On-Line High School Project a total of 58 students, both school age and adults, were provided access to a full complement of Grade 10 courses through on-line delivery. The College's contribution to the project consists of a college instructor who is seconded full-time to the project.



Research was undertaken into the feasibility of delivering GED preparation on-line. As a result, a proposal was developed for the establishment of a pilot project to assess the most effective means to deliver GED preparation using distance delivery methods.

On the university front, discussions with Peter Ballantyne Cree Nation regarding decentralized delivery of broader range of post-secondary education opportunities resulted in the initiation of a four-year teacher education program in Pelican Narrows in partnership with the First Nations University of Canada. Northlands became a partner in the University of the Arctic Learning Environment along with the Communications and Research Centre of Canada and universities and institutions in Russia, Finland, Iceland, Norway, Alaska, and Scotland. As a result of the partnership, Northlands will be in the position to offer the Bachelor of Circumpolar Studies Program of the University of the Arctic.

The college continued to pursue project funding from a variety of sources. Several proposals were submitted to the joint provincial/federal Northern Development Agreement by both the College and the Northern Apprenticeship Committee. Four (4) projects were approved for a total of \$330,000. One of the proposals, under the auspices of the college's three-year Northern Literacy Strategy, is designed to build northern literacy capacity through the application of the recognition of prior learning (RPL) process. The objectives of the project include:

- to train college staff in portfolio development and provide them practical experience in delivering the recognition of prior learning process
- to increase the capacity of northern Saskatchewan for skilled and certified workers through recognition of prior learning
- to train 45 people from three occupational target areas in portfolio development
- to devise a portfolio development manual tailored to northerners
- to operate the project through an advisory committee that includes Cree and Dene elders.

A proposal, under the auspices of the Northern Apprenticeship Committee, has been submitted to the federal Aboriginal Sector Employment Partnership (ASEP) Program. The proposal represents a five-year training strategy at a cost of approximately \$11M intended to prepare residents of the Athabasca region for the majority of employment opportunities resulting from the construction and operation of the Cameco Cigar Lake Mine scheduled for construction in the spring of 2005.

Apprenticeship training continued to be an area of programming emphasis. A total of eleven (11) apprenticeship programs were delivered in partnership with the Saskatchewan Apprenticeship and Trade Certification Commission and a number of northern employers.

I am pleased to report that in 2003-04 the College was able to accomplish most of what it set out to do in its Business Plan for the year. Despite a reduction in the volume of program activity, the key goals and objectives of the College's strategic plan continue to be achieved.



Programs and Services

Overview

Programming in 2004 was below average for Northlands College with 1845 enrolments in 124 programs (table 3) delivered across the northern half of Saskatchewan. A breakdown of the activity includes 69 *skill-training programs* delivered in 19 communities and 3 mine sites (appendix A) totalling 735 enrolments (table 3), 43 *basic education programs* delivered in 18 communities and 3 mine sites (appendix A) totalling 991 enrolments (table 3), 12 *university programs* delivered in 5 communities (appendix A) totalling 119 enrolments (table 3). Although not reported in the enrolment template the college also held 3 *service programs (GED Invigilation)* totalling 49 enrolments (appendix A).

The Regional Colleges and Sask Learning have agreed to the *Regional Colleges' Student Information System (SIS) Data Entry and Reporting Operations Protocol*. Implementation of this protocol is reflected in 2003-2004 data for the tables in the annual report. Due to the changes, comparisons between 2002-2003 and 2003-2004 student data is not valid. Significant changes include student full-time and part-time definitions and the addition of casual student. Also enrolments only include distinct students within program groups and carry over program enrolments are not included therefore statistics reported in prior years will not be comparative to 2003-2004.

Northlands College develops and participates in a number of key initiatives every year to increase the opportunities for education and training in the Northern Administration District. Key initiatives realized in the college include increasing partnership with the University of the Arctic and First Nation's University of Canada; developing and supporting online initiatives such as the Online High School and research of GED online providers; and increased access for northerners through the Recognition of Prior Learning pilot.

As a result of partnership funding from CanSask, Saskatchewan Learning and the Northern Apprenticeship Committee, Northlands through the Northern Apprenticeship Consultant, continues to provide service to the Northern Apprenticeship Committee and link apprentices to training and employment in the north. The committee is a joint training council allowing northerners to indenture to the committee rather than contractors that come and go in the north, thus simplifying the process to become a journey person. After a full year the level of awareness of apprenticeship has definitely increased and the executive has been very active pursuing initiatives to meet apprenticeship and trades labour market opportunities.

The Northern Apprenticeship Committee received funding from the Northern Development Agreement for two projects and contracted Northlands College for delivery. The Hospitality Capacity Building program targets two important tourism occupations; Food and Beverage Person and Hotel Guest Services Representative. The objectives for this program is to raise the profile of apprenticeship in the Northern Administrative District, build capacity in tourism and trades, maintain /exceed industry standards in hospitality, increase the number of women in the trades, and assist the Western region to prepare for future influxes of tourism with the pending link to the Fort McMurray Road. The second program is the Construction Entrance Project, which will prepare potential apprentices for the new Ile a La Crosse Hospital/School. The program is divided into two phases. The first phase is six months of in-school class and shop work. The second phase will be fourteen months on-the-job training and mentoring to be coordinated with the building of the Ile a la Crosse hospital & school as well as other northern projects.

Communities, First Nation and Metis funding agencies, provincial and federal agencies, non-profit organizations and northern industries, along with Northlands College collaborated to implement and support unique sector agreements such as the Multi Party Training Plan III for the mineral sector, the Forestry Training Strategy, Northern Neighbours Oil Sands Agreement, and the Northern Forest Protection Worker MOU. The tradition of partnership, collaboration and networking is well established in the North; the Northern Labour Market Committee and sub-committees provide Northlands College unique opportunities to meet the needs of Northerners and the local economy.



Outcomes

Basic Education

Overall the Basic Education program enrolment decreased, as a result of less partnership, changes in student information system definitions, and due to contractual changes with industry. Basic Education programs were delivered in 18 communities and 3 mine sites (appendix A) totalling 991 enrolments in 43 programs (table 3). In addition, 85% of the participants declared to be of Aboriginal ancestry (table 9) and the 2004 completion/graduation rate was 80% (table 8).

Basic education credit program decreased by 50%: adult education and academic GED programs enrolment was 232 (table 3) of which 98 completed and 46 graduated for a completion/graduation rate of 62% (table 8). Of the contacted students 11 preceded to employment and 86 went on to further training (table 8). Basic education non-credit programs (includes literacy) enrolment totalled 759 (table 3).

Some of the more significant challenges faced in supporting the broad array of programs included instructor recruitment and partnership funding sources not being secured. Several basic education and literacy programs were cancelled due to the aforementioned reasons and other programs' start dates were significantly delayed.

Skill Training

Northlands College delivered 69 skill training credit programs in 19 communities, and 3 mine sites throughout the north (appendix A) totalling 735 enrolments (table 3). These credit programs included vocational, technical and apprenticeship level training accredited by SIAST, industry, Apprenticeship Commission or other accrediting institutes. Skill programs decreased by 16 skill credit programs and 6 non-credit programs resulting in a decrease of 22 skill training programs. The impact in the enrolments statistics was a decrease of 216 participants (table 3). Overall the completion/graduation rate for skill training was 84% (table 8) for 2004.

University

University programs include 119 (table 3) enrolments in 5 delivery locations (appendix A) via SCN and other distance modes across the north. Our overall programs increased with the delivery of the University Entrance Program for Teacher Education in Pelican Narrows, in partnership with First Nations University of Canada. The Certificate of Social Work Program, in partnership with First Nations University of Canada, completed in Creighton with outstanding success of 90% graduation (table 8). The 20 students were all Aboriginal (table 9). Of the 20 students 6 are pursuing their Bachelor of Social Work and 9 are employed of which 3 are attending, part time Bachelor of Social Work studies. The Regional University Program completed its seventh term and provides support to students to gain valuable academic skills and supports students in gaining valuable independent learning skills. The addition of the TEL access Centres has increased capacity and the ability to extend the Supported Access Model.

Services and Learner Support

In the area of Services and Learner support, Northlands College provided invigilation for 49 GED examinations (appendix A). The counselors and student advisors are involved in implementing the Basic Education Assessment Model, which is incorporated into the counseling process, student selections and student centered team meetings. In addition, Counseling Services provides services in orientation, career planning workshops, financial counseling, referral to specialized services and academic assessment.

Goals, Objectives, and Performance Measures

The following chart provides a summary of the College's achievements in relation to its goals and objectives, performance measures the proposed key actions. In addition, the actual response to each key initiative is stated as well as the available performance measure.



GOAL 1	Develop a skilled northern workforce to meet local, regional and provincial labour market needs		
OBJECTIVES			
	1. Ensure, where appropriate, that programs and services meet provincial and national standards. 2. Establish a direct link between training and employment through strategic partnerships with employers. 3. Deliver skill training programs at a local and regional level in response to local employers, northern industry and economic trends. 4. Maintain a balance between education and training for short-term and long-term labour market needs. 5. Expand the availability of technical and skill training opportunities through the maximization of brokerage agreements with SIAST and, where applicable, with other institutions; expanded partnerships with industry; the pursuit of certification; the use of technology. 6. Expand options for work-based training, including apprenticeship and cooperative education. 7. Improve the participation of under-represented groups to enhance their employability and to contribute to a representative workforce.		
Key Actions	Timeframe	Response	
Deliver forestry related training in collaboration with the Forestry Training Committee in response to labour market demand identified by industry.		With the slow down in the forestry sector, the College delivered three programs to 28 participants in: Log Home Building; Portable Sawmill/ Forwarder Training; and Stand Tending/Orienteering/Supervisor Training	
Expand emphasis on training forest fire suppression crews as a result of signing a five year Forest Protection Worker Training Program Memorandum of Understanding (MOU) with Saskatchewan Environment Resource Management (SERM), Sask. Learning and New North.	2002-07	Trained 44 participants of which 43 graduated from Type II Firefighting, from the following communities: Ile a la Crosse, Patunak, Buffalo Narrows, Cole Bay Canoe Narrows, Beauval, La Loche, Turner Lake, and Dillon.	
Increased emphasis on health related training in support of needs identified by Health Sector Subcommittee of NLMC (e.g. on-going Licensed Practical Nursing (LPN) training, home care, Emergency Medical Technician (EMT), delivery of health career access program)	On-going	Although the Health Sector sub-committee of the Northern Labour Market Committee has not been active, Northlands continues to meet the needs of communities and the Northern Health Districts. Training was delivered to 42 participants in the following array of programs: Practical Nursing, Home Care/Special Care Aide, Primary Care Paramedic (bridging) and First Aide/CPR.	
Expand the delivery of apprenticeship training in northern Saskatchewan in collaboration with the Apprenticeship Commission, with particular emphasis on the Aboriginal Apprenticeship Initiative. Provide dedicated coordination services to Northern Apprenticeship Committee through a joint funding arrangement with CAN/SASK, the Mineral Sector Steering Committee and the Northern Training Plan.	On-going	The College delivered 11 programs to 94 participants in pre-employment, apprenticeship and trades training, an increase of 8%.	



Key Actions (continued)	Timeframe	Response
Provide training to support the need for certified Water/Water Waste Management operators.	2003-04	In 2003-04 the college delivered two programs: Water and Waste Water Level 1, to 25 participants, 21 graduated and 22 participants attended Water Treatment and Distribution Level 2.
Develop and deliver an employment preparation program for adults with disabilities in collaboration with Gary Tinker Federation.	2003-04	Gary Tinker Federation (GTF) committed their funding to employment opportunities.
Delivery of the Natural Resource Technology Diploma Program in Buffalo Narrows commencing in September/03.	2003-05	10 of 14 participants completed (71%) the first year of the Natural Resource Technology Program; the second year will be delivered at Woodland Campus in Prince Albert.

GOAL 2	Maximize education and training opportunities and to develop a more integrated, effective and sustainable delivery system through collaboration, coordination and partnerships		
OBJECTIVES			
	1. Improve coordination, cooperation and joint planning among adult education and training institutions and funding agencies in order to better coordinate services and minimize duplication and overlap. 2. Develop partnership approaches that maximize utilization of community and industry resources to expand learning opportunities. 3. Develop partnerships and undertake collaborative planning with K-12 school divisions to facilitate transition from high school to post-secondary education and from post-secondary education to the workplace. 4. Increase access and provide a broader range of programs and services through the use of technology.		
Key Actions	Timeframe	Response	
Host semi-annual meetings with Saskatchewan Indian Institute of Technology SIIT, Dumont Technical Institute (DTI), and northern funding agencies to coordinate program delivery and minimize duplication and overlap.		Spring and Fall Funding Agency Meetings continue to be held, including SIIT and DTI. In addition, the March meeting of the Northern Labour Market Committee focuses on the training needs and program plans	
Expand programming activity in La Loche in partnership with Northern Lights School Division (NLSD) and DTI. Emphasis will be on preparing residents of La Loche for employment opportunities in the oil sands.		Developmental Studies Phase I, Developmental Studies Phase II and GED Preparation were delivered in La Loche, as well completion of the Pre-Employment Welding program completed.	
Administer the implementation of Multi Party Training Plan (MPTP) III on behalf of the Mineral Sector Steering Committee.		The college continues to provide program management for MPTP III.	



Key Actions (continued)	Timeframe	Response
Maintain alternate education partnership with Ile a la Crosse School Division and DTI to facilitate transition from high school to post-secondary education		The College continues to support the alternate education partnership with Ile a Crosse School Division and Dumont Technical Institute. The accountable partner for registrations of the adult students is DTI. In addition, Northlands College provided academic assessment and counselling support to the partnership.
On behalf of the NLMC and in collaboration with Department of Learning prepare the Regional Training Needs Assessment Report for Northern Saskatchewan		The Regional Training Needs Assessment (RTNA) was released in June of 2004 and 870 copies distributed to training institutes, Northern Labour Market Committee members, northern government directors, health districts, schools, chiefs and mayors and is posted on the WWW.KCDC.ca website.
Increase access and provide a broader range of programs and services through the use of technology: • Operate Technology Enhanced Learning (TEL) Service Centers in Buffalo Narrows, Creighton and La Ronge • Through TEL Service Centers provide decentralized support to Headwaters Community Access Centers located in 46 northern communities • As a partner in the Headwaters Project participate in the development and delivery of northern developed on-line training courses such as an on-line high school • Explore on-line learning options to expand Basic Education opportunities, particularly Adult 12 and GED Preparation • Implementation of a Northlands TEL strategy • Work with Keewatin Career Development Corporation in the development of a sustainability plan for the Headwaters Project beyond expiry of demonstration project in March, 2004 • Implement video conferencing capability through a joint pilot project with Intergovernmental Affairs, Saskatchewan Association of Northern Communities, Northern Lights School Division, Creighton School Division, Ile a la Crosse School Division, KCDC and SaskTel		In the 2003-2004 year the TEL Access Centers were fully staffed with Distance Education Tutors in Buffalo Narrows, Creighton and La Ronge. Northlands continue to implement a supported program approach in all distance modes: Saskatchewan Communication Network (SCN), online, and face-to-face. Northlands College provided one instructor to the Online 10 partnership with K-12. In addition Northlands researched GED online and developed a pilot proposal for the 2004-05 year. Technology Enhanced Learning and Operations Committee continue to meet to monitor and implement the college's TEL Strategy. The College held 9 committee meetings between December and March utilizing the video conferencing capabilities in La Ronge, Creighton and Buffalo Narrows.
Work with K-12 and post-secondary institutions in the development of collaborative, broad-based northern education strategy		The Education and Training Sub-committee of the NLMC determined that they did not have the mandate to develop a strategy, and decided to target common priorities and gaps in the K-12 and post secondary system.
Participate with K-12 school divisions and Nortep on a committee to review and make recommendations regarding transition from high school to post-secondary education		To date the committee has not been established.



GOAL 3	Deliver relevant programs and services that respond to needs identified by northern stakeholders	
OBJECTIVES		
	1. Establish a process for the effective input of community representatives, economic development agencies, business and industry, and funding agencies in determining training needs and priorities, based on labour market requirements. 2. Improve and expand the program approach to the delivery of university courses through a decentralized, multi-mode, student supported learning approach. 3. Improve the effectiveness of the Basic Education Program as a bridging program to further education and training, and/or employment. 4. Provide learning opportunities related to current and emerging needs such as health and social issues and the use of technology. 5. Strengthen the role of the College in assisting communities to build their capacity for social and economic development.	
Key Actions	Timeframe	Response
Undertake formal needs identification/program planning process involving extensive consultations and joint planning with northern communities, government departments, economic development organizations, business and industry, aboriginal community, school divisions and other stakeholders		Northlands College participated in program planning meetings with municipal and First Nation Leaders, Metis and First Nation funding agencies, school divisions, other post-secondary institutes, mining and forestry companies, health districts and federal and provincial departments.
Allocate college reserve to sustain the decentralized delivery of university programming in Buffalo Narrows until June, 2005.		Of the Training and Education Reserve funds allocated to support Regional University the balance will fund the Regional University Program in Buffalo Narrows until April 2005.
Participate in the curriculum development associated with Basic Education Redesign and make corresponding revisions to College Developmental Studies Program		The College continues to participate in the advisory committees and pilot the new curriculum. At this point the new curriculum has not impacted our delivery of the Developmental Studies Phases.
Undertake regular review of Basic Education Program through the college's Operation Advisory Council and BE Subject Councils		Adult 12 and Developmental Studies Instructor councils continue to meet bi-annually and contribute recommendations to the Operations Advisory Committee.
Coordinate and deliver training activity in support of the Northern Development Agreement.		The Northern Development Agreement funded the delivery of Water and Waste Water Certification and the Recognition of Prior Learning
Implementation of the Northern Literacy Strategy.		Phase 2 of the Northern Literacy Strategy key deliverables were: increased participation through the Northern Literacy Network, higher visibility for literacy through the family literacy plan, technology use plan through the approval of an Alpha route site, and PLAR workshops.



Key Actions (continued)	Timeframe	Response
Partner with First Nations University of Canada (FNUC) and Peter Ballantyne Cree Nation in the delivery of the 2 nd year of a Bachelor of Indian Social Work Program in Creighton		The Certificate of Indian Social Work was completed with the 20 participants achieving a 90% graduation rate.
Work with Athabasca Economic Development and Training Corporation in the development of a training facility plan for the Athabasca Region		Northlands College contracted a feasibility study for the establishment of a training center and student residence in Stony Rapids
Build college capacity to provide access to Prior Learning Assessment and Recognition (PLAR) services in the north. In 2003-04, coordinate the Northern Community PLAR Portfolio Session and a Portfolio Development In-Service workshop.		Diane Hill from First Nation Technical Institute delivered a PLAR workshop at the October 2003 In-service and a Northern Community Lunch and Learn PLAR Session in La Ronge for 12 participants.

GOAL 4	Adopt inclusive approaches to achieve equitable opportunity and success		
OBJECTIVES			
	1. Provide equitable access to programs and services for all learners according to individual needs and abilities and within the capabilities of the college 2. Provide bridging, transitional and support services to facilitate participation of all individuals. 3. Establish a climate within the College where everyone is treated with respect and encouraged to develop their full potential. 4. Adopt an advocacy role in addressing financial inequities, which limit access for learners. 5. Strive to achieve representative participation levels in College programs and in the College workforce		
Key Actions		Timeframe	Response
Implement an Education Equity Policy.		on-going	A draft policy was reviewed by spring 2004 Policy Council and a final draft will be presented at fall 2004 Policy Council.
Provide funds from the base grant to maintain Learning Assistance Development Specialists (LADS) to assist students with learning disabilities.		2003-04	Learner Assistant Development Instructors were supported by Basic Education (BE), Saskatchewan Skills Extension Program (SSEP), Employability Assistance for People with Disabilities (EAPD), and BE Assessment funds.
Enhance Basic Education Assessment model to improve student success		2003-04	A task team was formed at fall 2003 Operation Advisory Counsel (OAC) to review the recommendations and revise the BE Assessment Model.
Continue advocacy efforts in relation to student financial assistance		2003-04	The Senior Academic Officers of the Regional Colleges has a representative on the Student Loan committee.
Work with GTF to provide programs and services to meet the needs of people with disabilities		on-going	GTF reports to the NLMC so the college is aware of ongoing needs.



GOAL 5	Improve accountability to the public for use of resources and achievement of outcomes in College programs and services.		
OBJECTIVES			
	1. Develop valid and meaningful performance indicators to measure and report on the achievement of college goals and objectives. 2. Undertake regular reviews of the College programs and services to monitor progress in achieving objectives and improve quality. 3. Establish effective methods to communicate results of College programs and services to the public. 4. Provide for effective board governance.		
Key Actions	Timeframe	Response	
In keeping with the College's Program Review Policy continue regular, in-depth review of all college programs on an annual cyclical basis.	On-going	The Northlands College Review of Mechanical, and Electrical Pre-employment Programs delivered through Northlands College from 1993-2003 report was presented to and accepted by the Operations Advisory Counsel, spring 2004 OAC, Twenty Six recommendations were made.	
In June of each year, the board undertakes a self-evaluation of progress in achieving their goals and overseeing the operation of the college.	2003-04	See Report of the Board of Governors (page 3)	
Fully convert Student Information System to the provincial One Client Service Module (OCSM) system.	2003-04	Northlands College enters all student information in the OCSM system and no longer runs a parallel system.	



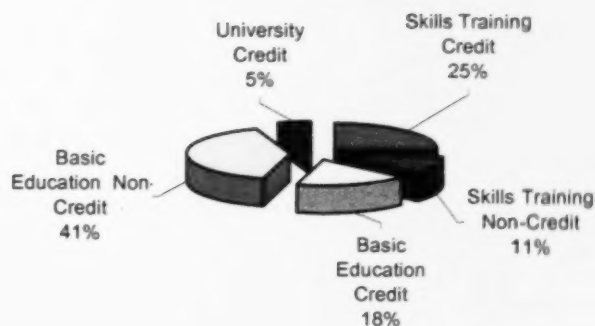
Table 3

Comprehensive Enrolment by Program Groups		2002 - 2003					2003 - 2004				
College Wide		Programs	Fulltime	Part time	Casual	FLE's	Programs	Fulltime	Part time	Casual	FLE's
Skills Training	Institute Credit										
	SIAST	46	369	67	0	0	32	179	93	2	190.16
	Other	3	20	0	0	0	5	46	22	5	50.17
	Total Institute Credit	49	389	67	0	0	37	225	115	7	240.33
	Industry Credit										
	Total Industry Credit	16	192	15	0	0	12	7	164	8	82.03
	Total Credit	65	581	82	0	0	49	232	279	15	322.36
	Skills Training Non Credit										
	Industry Non Credit										
	Community Individual Non Credit										
	Personal Interest Non Credit										
	Total Non Credit	26	88	200	0	0	20	1	117	91	30.13
Total Skills Training		91	669	282	0	0	69	233	396	106	352.49
Basic Education	Basic Education Credit										
	Adult 12	4	127	17	0	0	5	146	25	0	117.98
	Adult 10	11	187	0	0	0	5	52	9	0	44.35
	Academic GED	8	69	68	0	0	0	0	0	0	0.00
	Total BE Credit	23	383	85	0	0	10	198	34	0	162.33
	Basic Education Non Credit										
	Employability/Life Skills	11	197	0	0	0	5	79	0	0	49.24
	English Language Training	1	0	4	0	0	0	0	0	0	0.00
	General Academic Studies	5	71	10	0	0	14	158	41	0	149.24
	Literacy	15	31	743	0	0	14	17	464	0	65.35
	Total BE Non Credit	32	299	757	0	0	33	254	505	0	263.83
Total Basic Education		55	682	842	0	0	43	452	539	0	426.16
University	University Credit										
	Total University	10	38	100	0	0	12	29	90	0	35.97
TOTAL ENROLMENT		156	1389	1224	0	0	124	714	1025	106	814.62
*Workbased Training											
Total Workbased Training		0	0	0	0	0	5	11	0	0.00	11.00

*2003-2004: Workbased enrolments are reported in Institute Credit SIAST and Institute Credit Other

2003-2004: If students attended programs in more than one delivery centre they are only reported once in this table.

2002-2003 (2613 Students)



2003-2004 (1845 Students)

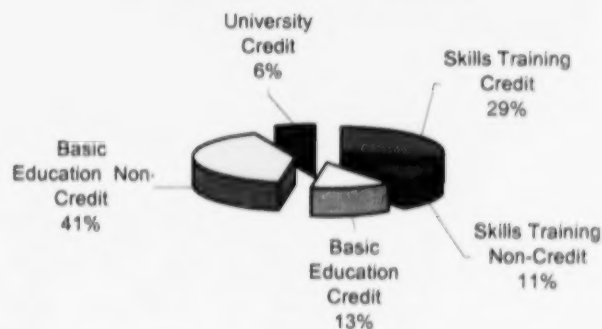




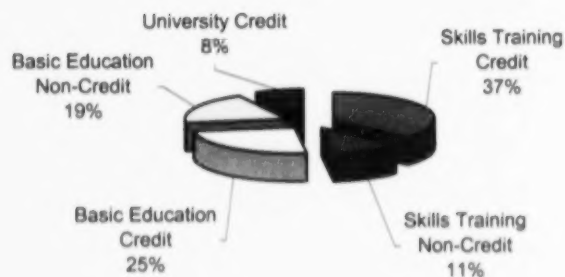
Table 4

Comprehensive Enrolment by Program Groups		2002 - 2003					2003 - 2004				
Western Region		Programs	Fulltime	Part time	Casual	FLE's	Programs	Fulltime	Part time	Casual	FLE's
Skills Training	Institute Credit										
	SIAST	9	84	14	0	0	8	73	15	0	65.11
	Other	0	0	0	0	0	0	0	0	0	0.00
	Total Institute Credit	9	84	14	0	0	8	73	15	0	65.11
	Industry Credit										
	Total Industry Credit	4	71	0	0	0	5	0	96	0	46.57
	Total Credit	13	155	14	0	0	13	73	111	0	111.68
	Skills Training Non Credit										
	Industry Non Credit										
	Community Individual Non Credit										
	Personal Interest Non Credit										
	Total Non Credit	7	13	38	0	0	0	0	0	0	0
Total Skills Training		20	168	52	0	0	13	73	111	0	111.68
Basic Education	Basic Education Credit										
	Adult 12	2	42	1	0	0	2	50	1	0	45.93
	Adult 10	3	44	0	0	0	3	26	0	0	23.36
	Academic GED	2	26	0	0	0	0	0	0	0	0.00
	Total BE Credit	7	112	1	0	0	5	76	1	0	69.29
	Basic Education Non Credit										
	Employability/Life Skills	0	0	0	0	0	2	29	0	0	21.87
	English Language Training	0	0	0	0	0	0	0	0	0	0.00
	General Academic Studies	2	22	10	0	0	3	31	9	0	53.00
	Literacy	4	0	57	0	0	3	17	11	0	11.70
	Total BE Non Credit	6	22	67	0	0	8	77	20	0	86.57
Total Basic Education		13	134	68	0	0	13	153	21	0	155.86
University	University Credit										
	Total University	4	1	34	0	0	5	4	8	0	4.29
TOTAL ENROLMENT		37	303	154	0	0	31	230	140	0	271.83

2003-2004: Workbased enrolments are included in Institute Credit SIAST and Institute Credit Other

2003-2004: If students attended programs in more than one delivery centre they are only reported once in this table.

2002-2003 (457 Students)



2003-2004 (370 Students)

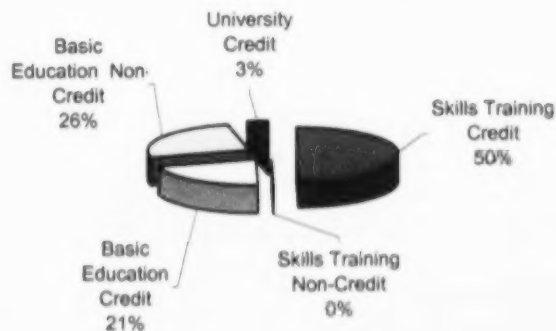


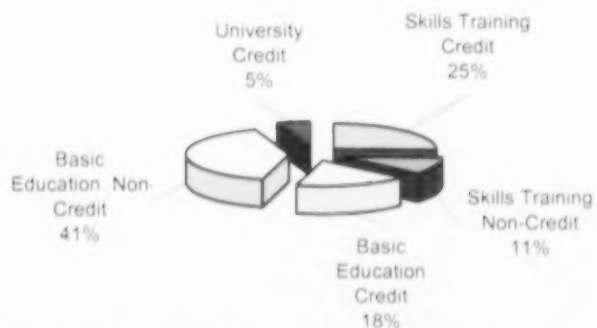
Table 3

Comprehensive Enrolment by Program Groups		2002 - 2003					2003 - 2004				
College Wide		Programs	Fulltime	Part time	Casual	FLE's	Programs	Fulltime	Part time	Casual	FLE's
Skills Training	Institute Credit										
	SIAST	46	369	67	0	0	32	179	93	2	190.16
	Other	3	20	0	0	0	5	46	22	5	50.17
	Total Institute Credit	49	389	67	0	0	37	225	115	7	240.33
	Industry Credit										
	Total Industry Credit	16	192	15	0	0	12	7	164	8	82.03
	Total Credit	65	581	82	0	0	49	232	279	15	322.36
	Skills Training Non Credit										
	Industry Non Credit										
	Community Individual Non Credit										
	Personal Interest Non Credit										
	Total Non Credit	26	88	200	0	0	20	1	117	91	30.13
Total Skills Training		91	669	282	0	0	69	233	396	106	352.49
Basic Education	Basic Education Credit										
	Adult 12	4	127	17	0	0	5	146	25	0	117.98
	Adult 10	11	187	0	0	0	5	52	9	0	44.35
	Academic GED	8	69	68	0	0	0	0	0	0	0.00
	Total BE Credit	23	383	85	0	0	10	198	34	0	162.33
	Basic Education Non Credit										
	Employability/Life Skills	11	197	0	0	0	5	79	0	0	49.24
	English Language Training	1	0	4	0	0	0	0	0	0	0.00
	General Academic Studies	5	71	10	0	0	14	158	41	0	149.24
	Literacy	15	31	743	0	0	14	17	464	0	65.35
	Total BE Non Credit	32	299	757	0	0	33	254	505	0	263.83
Total Basic Education		55	682	842	0	0	43	452	539	0	426.16
University	University Credit										
	Total University	10	38	100	0	0	12	29	90	0	35.97
TOTAL ENROLMENT		156	1389	1224	0	0	124	714	1025	106	814.62
*Workbased Training											
Total Workbased Training		0	0	0	0	0	5	11	0	0.00	11.00

*2003-2004: Workbased enrolments are reported in Institute Credit SIAST and Institute Credit Other

2003-2004: If students attended programs in more than one delivery centre they are only reported once in this table.

2002-2003 (2613 Students)



2003-2004 (1845 Students)

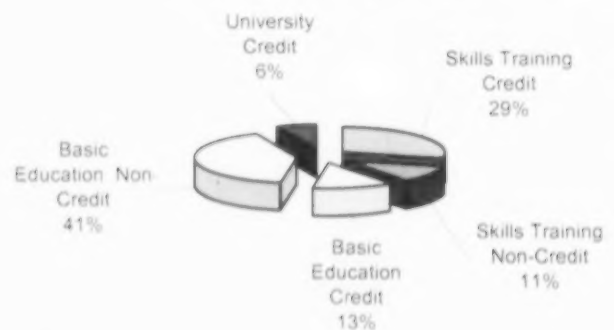




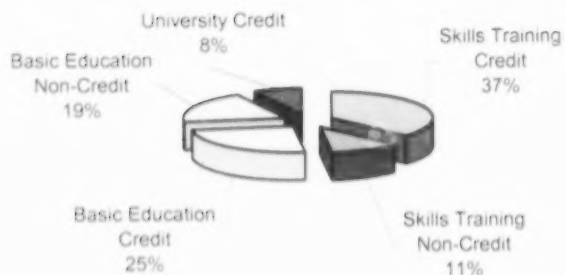
Table 4

Comprehensive Enrolment by Program Groups		2002 - 2003					2003 - 2004				
Western Region		Programs	Fulltime	Part time	Casual	FLE's	Programs	Fulltime	Part time	Casual	FLE's
Skills Training	Institute Credit										
	SIAST	9	84	14	0	0	8	73	15	0	65.11
	Other	0	0	0	0	0	0	0	0	0	0.00
	Total Institute Credit	9	84	14	0	0	8	73	15	0	65.11
	Industry Credit										
	Total Industry Credit	4	71	0	0	0	5	0	96	0	46.57
	Total Credit	13	155	14	0	0	13	73	111	0	111.68
	Skills Training Non Credit										
	Industry Non Credit										
	Community Individual Non Credit										
	Personal Interest Non Credit										
	Total Non Credit	7	13	38	0	0	0	0	0	0	0
Total Skills Training		20	168	52	0	0	13	73	111	0	111.68
Basic Education	Basic Education Credit										
	Adult 12	2	42	1	0	0	2	50	1	0	45.93
	Adult 10	3	44	0	0	0	3	26	0	0	23.36
	Academic GED	2	26	0	0	0	0	0	0	0	0.00
	Total BE Credit	7	112	1	0	0	5	76	1	0	69.29
	Basic Education Non Credit										
	Employability/Life Skills	0	0	0	0	0	2	29	0	0	21.87
	English Language Training	0	0	0	0	0	0	0	0	0	0.00
	General Academic Studies	2	22	10	0	0	3	31	9	0	53.00
	Literacy	4	0	57	0	0	3	17	11	0	11.70
	Total BE Non Credit	6	22	67	0	0	8	77	20	0	86.57
Total Basic Education		13	134	68	0	0	13	153	21	0	155.86
University	University Credit										
	Total University	4	1	34	0	0	5	4	8	0	4.29
TOTAL ENROLMENT		37	303	154	0	0	31	230	140	0	271.83

2003-2004 Workbased enrolments are included in Institute Credit SIAST and Institute Credit Other

2003-2004 If students attended programs in more than one delivery centre they are only reported once in this table

2002-2003 (457 Students)



2003-2004 (370 Students)

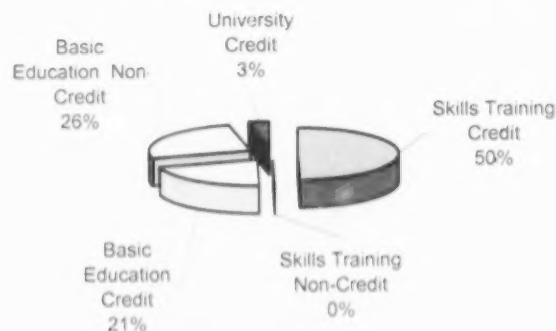




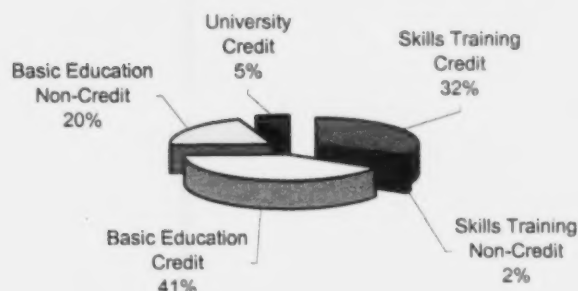
Table 5

Comprehensive Enrolment by Program Groups		2002 - 2003					2003 - 2004				
Eastern Region		Programs	Fulltime	Part time	Casual	FLE's	Programs	Fulltime	Part time	Casual	FLE's
Skills Training	Institute Credit										
	SIAS	14	122	2	0	0	6	38	20	0	41.00
	Other	1	4	0	0	0	0	0	0	0	0.00
	Total Institute Credit	15	126	2	0	0	6	38	20	0	41
	Industry Credit										
	Total Industry Credit	1	18	0	0	0	1	0	9	0	2.25
	Total Credit	16	144	2	0	0	7	38	29	0	43.25
	Skills Training Non Credit										
	Industry Non Credit										
	Community Individual Non Credit										
	Personal Interest Non Credit										
	Total Non Credit	1	0	7	0	0	2	0	9	6	1.8
Total Skills Training		17	144	9	0	0	9	38	38	6	45.05
Basic Education	Basic Education Credit										
	Adult 12	1	22	9	0	0	1	15	18	0	13.19
	Adult 10	3	62	0	0	0	0	0	0	0	0.00
	Academic GED	5	43	52	0	0	0	0	0	0	0.00
	Total BE Credit	9	127	61	0	0	1	15	18	0	13.19
	Basic Education Non Credit										
	Employability/Life Skills	3	48	0	0	0	1	15	0	0	6.52
	English Language Training	0	0	0	0	0	0	0	0	0	0.00
	General Academic Studies	1	21	0	0	0	5	72	10	0	57.89
	Literacy	1	22	0	0	0	0	0	0	0	0.00
	Total BE Non Credit	5	91	0	0	0	6	87	10	0	64.41
Total Basic Education		14	218	61	0	0	7	102	28	0	77.60
University	University Credit										
	Total University	3	22	2	0	0	5	22	34	0	22.36
TOTAL ENROLMENT		34	384	72	0	0	21	162	100	6	145.01

2003-2004: Workbased enrolments are included in Institute Credit SIAS and Institute Credit Other

2003-2004: If students attended programs in more than one delivery centre they are only reported once in this table.

2002-2003 (456 Students)



2003-2004 (268 Students)

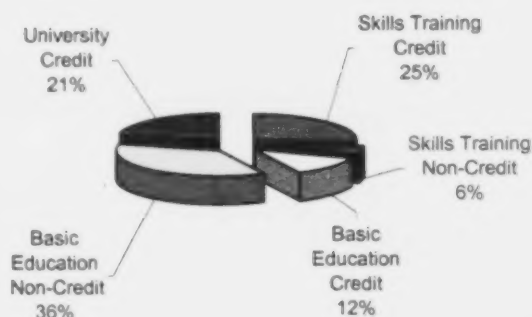




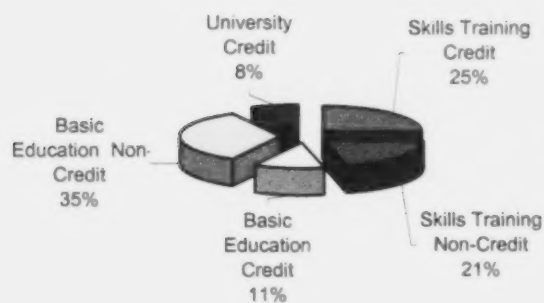
Table 6

Comprehensive Enrolment by Program Groups		2002 - 2003					2003 - 2004				
Central Region		Programs	Fulltime	Part time	Casual	FLE's	Programs	Fulltime	Part time	Casual	FLE's
Skills Training	Institute Credit										
	SIAST	19	145	22	0	0	15	68	42	2	67.76
	Other	1	4	0	0	0	5	41	22	5	48.33
	Total Institute Credit	20	149	22	0	0	20	109	64	7	116.09
	Industry Credit										
	Total Industry Credit	7	88	0	0	0	4	7	50	0	30.64
	Total Credit	27	237	22	0	0	24	116	114	7	146.73
	Skills Training Non Credit										
	Industry Non Credit										
	Community Individual Non Credit										
	Personal Interest Non Credit										
	Total Non Credit	16	72	145	0	0	15	1	92	85	22.58
Total Skills Training		43	309	167	0	0	39	117	206	92	169.31
Basic Education	Basic Education Credit										
	Adult 12	1	63	7	0	0	2	83	6	0	58.85
	Adult 10	3	45	0	0	0	2	26	9	0	20.98
	Academic GED	0	0	0	0	0	0	0	0	0	0.00
	Total BE Credit	4	108	7	0	0	4	109	15	0	79.83
	Basic Education Non Credit										
	Employability/Life Skills	8	149	0	0	0	2	35	0	0	20.86
	English Language Training	1	0	4	0	0	0	0	0	0	0.00
	General Academic Studies	2	28	0	0	0	3	46	0	0	28.95
	Literacy	5	9	164	0	0	9	0	280	0	28.79
	Total BE Non Credit	16	186	168	0	0	14	81	280	0	78.60
Total Basic Education		20	294	175	0	0	18	190	295	0	158.43
University	University Credit										
	Total University	3	15	64	0	0	2	3	48	0	9.32
TOTAL ENROLMENT		66	618	406	0	0	59	310	549	92	337.06

2003-2004: Workbased enrolments are included in Institute Credit SIAST and Institute Credit Other

2003-2004: If students attended programs in more than one delivery centre they are only reported once in this table.

2002-2003 (1024 Students)



2003-2004 (951 Students)

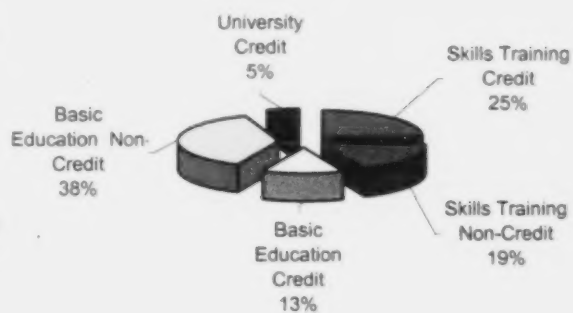




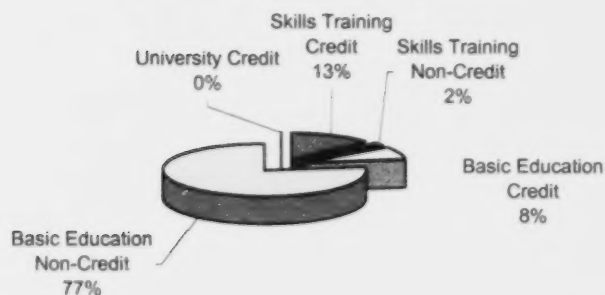
Table 7

		2002 - 2003					2003 - 2004				
Athabasca Region		Programs	Fulltime	Part time	Casual	FLE's	Programs	Fulltime	Part time	Casual	FLE's
Skills Training	Institute Credit										
	SIAST	4	18	29	0	0	3	0	16	0	16.28
	Other	1	12	0	0	0	1	5	0	0	1.84
	Total Institute Credit	5	30	29	0	0	4	5	16	0	18.12
	Industry Credit										
	Total Industry Credit	4	15	15	0	0	2	0	10	8	2.57
	Total Credit	9	45	44	0	0	6	5	26	8	20.69
	Skills Training Non Credit										
	Industry Non Credit										
	Community Individual Non Credit										
	Personal Interest Non Credit										
	Total Non Credit	2	3	10	0	0	3	0	16	0	5.75
Total Skills Training		11	48	54	0	0	9	5	42	8	26.44
Basic Education	Basic Education Credit										
	Adult 12	0	0	0	0	0	0	0	0	0	0.00
	Adult 10	2	36	0	0	0	0	0	0	0	0.00
	Academic GED	1	0	16	0	0	0	0	0	0	0.00
	Total BE Credit	3	36	16	0	0	0	0	0	0	0.00
	Basic Education Non Credit										
	Employability/Life Skills	0	0	0	0	0	0	0	0	0	0.00
	English Language Training	0	0	0	0	0	0	0	0	0	0.00
	General Academic Studies	0	0	0	0	0	3	9	22	0	9.40
	Literacy	5	0	522	0	0	2	0	177	0	24.86
	Total BE Non Credit	5	0	522	0	0	5	9	199	0	34.26
Total Basic Education		8	36	538	0	0	5	9	199	0	34.26
University	University Credit										
	Total University	0	0	0	0	0	0	0	0	0	0.00
TOTAL ENROLMENT		19	84	592	0	0	14	14	241	8	60.70

2003-2004: Workbased enrolments are included in Institute Credit SIAST and Institute Credit Other

2003-2004: If students attended programs in more than one delivery centre they are only reported once in this table.

2002-2003 (676 Students)



2003-2004 (263 Students)

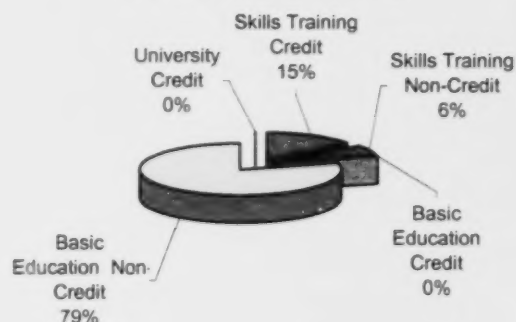




Table 8

Student Success By Program Groups for the Whole College										2002 - 2003						2003 - 2004							
College Wide		Total Students Completed/Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	
Programs																							
Skills Training	Skills Training - Credit																						
	Institute Credit																						
	SIAS	222	50	0	107	11	0	14	1	0	10	24	0	124	51	0	67	34	0	10	1	0	
	Other	14	0	0	12	0	0	1	0	0	1	11	0	38	11	5	18	22	2	15	0	0	
	Total Institute Credit	236	50	0	119	11	0	15	1	0	11	35	0	162	62	5	85	56	2	25	1	0	
	Industry Credit																						
	Industry Credit	184	15	0	66	6	0	12	1	0	0	12	0	3	145	8	2	83	1	0	18	2	
	Total Credit	420	65	0	185	17	0	27	2	0	11	47	0	165	207	13	87	139	3	25	19	2	
	Skills Training Non-Credit																						
	Industry Non-Credit																						
Community/Individual Non-Credit																							
Personal Interest Non-Credit																							
Total Non-Credit																							
Total Skills Training		0	0	0	0	0	0	0	0	0	1	87	91	0	0	0	0	6	0	0	0	0	
		420	65	0	185	17	0	27	2	0	12	134	91	165	207	13	87	145	3	25	19	2	
Basic Education	Basic Education Credit																						
	Adult 12	76	10	0	14	4	0	42	2	0	70	15	0	21	1	0	6	3	0	56	5	0	
	Adult 10	114	0	0	15	0	0	46	0	0	11	2	0	24	0	0	2	0	0	25	0	0	
	Academic GED	54	60	0	9	21	0	14	12	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total BE Credit	244	70	0	38	25	0	102	14	0	81	17	0	45	1	0	8	3	0	81	5	0	
	Basic Education Non-Credit																						
	Employability/Life Skills	114	3	0	0	0	0	0	0	0	69	0	0	0	0	0	13	0	0	28	0	0	
	English Language Training	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	General Academic Studies	43	162	0	0	0	0	0	0	0	90	31	0	0	0	0	13	8	0	48	6	0	
	Literacy	6	534	0	0	0	0	0	0	0	13	441	0	0	0	0	0	0	0	0	0	0	
Total BE Non-Credit	163	703	0	0	0	0	0	0	0	172	472	0	0	0	0	26	8	0	76	6	0		
Total Basic Education		407	773	0	38	25	0	102	14	0	253	489	0	45	1	0	34	11	0	157	11	0	
	University Credit																						
	Total University		37	83	0	0	0	0	0	0	4	83	0	***18	0	0	0	0	0	0	***23	0	
TOTAL ENROLMENT			864	921	0	223	42	0	129	16	0	269	706	91	228	208	13	121	156	3	182	53	2

**No follow up is reported on Basic Education Non Credit 2002-2003

***No follow-up is reported on University overall, except Certificate of Social Work Graduation and Teacher Entrance Program follow-up



Table 8

Student Success By Program Groups for the Whole College				2002 - 2003									2003 - 2004									
College Wide		*Total Students Completed/Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
Programs		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Skills Training - Credit																					
	Institute Credit																					
	SIAST	222	50	0	107	11	0	14	1	0	10	24	0	124	51	0	67	34	0	10	1	0
	Other	14	0	0	12	0	0	1	0	0	1	11	0	38	11	5	18	22	2	15	0	0
	Total Institute Credit	236	50	0	119	11	0	15	1	0	11	35	0	162	62	5	85	56	2	25	1	0
	Industry Credit																					
	Industry Credit	184	15	0	66	6	0	12	1	0	0	12	0	3	145	8	2	83	1	0	18	2
	Total Credit	420	65	0	185	17	0	27	2	0	11	47	0	165	207	13	87	139	3	25	19	2
	Skills Training Non-Credit																					
	Industry Non-Credit																					
Community/Individual Non-Credit																						
Personal Interest Non-Credit																						
Total Non-Credit	0	0	0	0	0	0	0	0	0	1	87	91	0	0	0	0	6	0	0	0	0	
Total Skills Training		420	65	0	185	17	0	27	2	0	12	134	91	165	207	13	87	145	3	25	19	2
Basic Education	Basic Education Credit																					
	Adult 12	76	10	0	14	4	0	42	2	0	70	15	0	21	1	0	6	3	0	56	5	0
	Adult 10	114	0	0	15	0	0	46	0	0	11	2	0	24	0	0	2	0	0	25	0	0
	Academic GED	54	60	0	9	21	0	14	12	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	244	70	0	38	25	0	102	14	0	81	17	0	45	1	0	8	3	0	81	5	0
	**Basic Education Non-Credit																					
	Employability/Life Skills	114	3	0	0	0	0	0	0	0	69	0	0	0	0	0	13	0	0	28	0	0
	English Language Training	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	43	162	0	0	0	0	0	0	0	90	31	0	0	0	0	13	8	0	48	6	0
	Literacy	6	534	0	0	0	0	0	0	0	13	441	0	0	0	0	0	0	0	0	0	0
Total BE Non-Credit	163	703	0	0	0	0	0	0	0	172	472	0	0	0	0	26	8	0	76	6	0	
Total Basic Education		407	773	0	38	25	0	102	14	0	253	489	0	45	1	0	34	11	0	157	11	0
	University Credit																					
	Total University	37	83	0	0	0	0	0	0	0	4	83	0	***18	0	0	0	0	0	0	***23	0
TOTAL ENROLMENT		864	921	0	223	42	0	129	16	0	269	706	91	228	208	13	121	156	3	182	53	2

**No follow up is reported on Basic Education Non Credit 2002-2003

***No follow-up is reported on University overall, except Certificate of Social Work Graduation and Teacher Entrance Program follow-up



Table 9

Equity Participation Enrolments		2002 - 2003												2003 - 2004											
College Wide		Aboriginal			Visible Minority			Disability			College Wide Total Enrollment			Aboriginal			Visible Minority			Disability			College Wide Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Programs																									
Skills Training	Skills Training - Credit																								
	Institute Credit																								
	SIAST	350	51	0	2	1	0	3	0	0	373	67	0	165	84	2	1	0	0	5	4	0	179	93	2
	Other:	16	0	0	0	0	0	0	0	0	16	0	0	45	20	5	0	0	0	2	0	0	46	22	5
	Total Institute Credit	366	51	0	2	1	0	3	0	0	389	67	0	210	104	7	1	0	0	7	4	0	225	115	7
	Industry Credit																								
	Industry Credit	166	8	0	0	0	0	2	0	0	192	15	0	6	143	7	0	1	0	1	3	0	7	164	8
	Total Credit	532	59	0	2	1	0	5	0	0	581	82	0	216	247	14	1	1	0	8	7	0	232	279	15
	Skills Training Non-Credit																								
	Industry Non-Credit																								
	Community/Individual Non-Credit																								
	Personal Interest Non-Credit																								
Total Skills Training		79	117	0	0	7	0	2	6	0	88	200	0	0	113	49	0	0	0	0	5	3	1	117	91
Total Skills Training		611	176	0	2	8	0	7	6	0	669	282	0	216	360	63	1	1	0	8	12	3	233	396	106
Basic Education	Basic Education Credit																								
	Adult 12	114	14	0	0	0	0	2	1	0	127	17	0	139	21	0	2	0	0	2	1	0	146	25	0
	Adult 10	182	0	0	1	0	0	1	0	0	187	0	0	50	5	0	0	0	0	3	0	0	52	9	0
	Academic GED	83	47	0	0	0	0	0	1	0	69	68	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	379	61	0	1	0	0	3	2	0	383	85	0	189	26	0	2	0	0	5	1	0	198	34	0
	Basic Education Non-Credit																								
	Employability/Life Skills	194	0	0	0	0	0	6	0	0	197	0	0	75	0	0	0	0	0	1	0	0	79	0	0
	English Language Training	0	0	0	0	1	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	57	9	0	0	0	0	0	0	0	71	10	0	157	38	0	0	0	0	1	2	0	158	41	0
	Literacy	30	562	0	0	6	0	2	11	0	31	743	0	17	340	0	0	3	0	1	9	0	17	464	0
Total BE Non-Credit		281	571	0	0	7	0	8	11	0	299	757	0	249	378	0	0	3	0	3	11	0	254	505	0
Total Basic Education		660	632	0	1	7	0	11	13	0	682	842	0	438	404	0	2	3	0	8	12	0	452	539	0
University Credit																									
Total University		34	81	0	0	1	0	1	2	0	38	100	0	28	75	0	0	1	0	0	3	0	29	90	0
TOTAL ENROLLMENT		1305	889	0	3	16	0	19	21	0	1389	1224	0	682	839	63	3	5	0	16	27	3	714	1025	106



Table 10

Equity Participation Enrolments		2002 - 2003												2003 - 2004											
Western Region		Aboriginal			Visible Minority			Disability			Western Region Total Enrolment			Aboriginal			Visible Minority			Disability			Western Region Total Enrolment		
Programs		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Skills Training - Credit																								
	Institute Credit																								
	SIAST	83	14	0	0	0	0	0	0	0	84	14	0	71	14	0	0	0	0	0	0	0	73	15	0
	Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	83	14	0	0	0	0	0	0	0	84	14	0	71	14	0	0	0	0	0	0	0	73	15	0
	Industry Credit																								
	Industry Credit	71	0	0	0	0	0	0	0	0	71	0	0	0	92	0	0	0	0	0	1	0	0	96	0
	Total Credit	154	14	0	0	0	0	0	0	0	155	14	0	71	106	0	0	0	0	0	1	0	73	111	0
	Skills Training Non-Credit																								
	Industry Non-Credit																								
	Community/Individual Non-Credit																								
	Personal Interest Non-Credit																								
	Total Non-Credit	12	31	0	0	0	0	1	1	0	13	38	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Skills Training		166	45	0	0	0	0	1	1	0	168	52	0	71	106	0	0	0	0	0	1	0	73	111	0
Basic Education	Basic Education Credit																								
	Adult 12	40	1	0	0	0	0	0	0	0	42	1	0	49	1	0	0	0	0	0	0	0	50	1	0
	Adult 10	42	0	0	0	0	0	0	0	0	44	0	0	25	0	0	0	0	0	1	0	0	26	0	0
	Academic GED	25	0	0	0	0	0	0	0	0	26	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	107	1	0	0	0	0	0	0	0	112	1	0	74	1	0	0	0	0	1	0	0	76	1	0
	Basic Education Non-Credit																								
	Employability/Life Skills	0	0	0	0	0	0	0	0	0	0	0	0	29	0	0	0	0	0	0	0	0	29	0	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	20	9	0	0	0	0	0	0	0	22	10	0	31	9	0	0	0	0	0	1	0	31	9	0
	Literacy	0	53	0	0	0	0	0	1	0	0	57	0	17	9	0	0	0	0	1	2	0	17	11	0
	Total BE Non-Credit	20	62	0	0	0	0	0	1	0	22	67	0	77	18	0	0	0	0	1	3	0	77	20	0
Total Basic Education		127	63	0	0	0	0	0	1	0	134	68	0	151	19	0	0	0	0	2	3	0	153	21	0
	University Credit																								
	Total University	1	33	0	0	0	0	0	0	0	1	34	0	4	8	0	0	0	0	0	0	0	4	8	0
TOTAL ENROLMENT		294	141	0	0	0	0	1	2	0	303	154	0	226	133	0	0	0	0	2	4	0	230	140	0



Table 11

Equity Participation Enrolments				2002 - 2003									2003 - 2004														
Eastern Region				Aboriginal			Visible Minority			Disability			Eastern Region Total Enrolment			Aboriginal			Visible Minority			Disability			Eastern Region Total Enrolment		
Programs				FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Skills Training - Credit																										
	Institute Credit																										
	SIAST			110	0	0	0	1	0	2	0	0	122	2	0	33	20	0	0	0	0	2	0	0	38	20	0
	Other			4	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit			114	0	0	0	1	0	2	0	0	126	2	0	33	20	0	0	0	0	2	0	0	38	20	0
	Industry Credit																										
	Industry Credit			16	0	0	0	0	0	0	0	0	18	0	0	0	9	0	0	0	0	0	0	0	9	0	
	Total Credit			130	0	0	0	1	0	2	0	0	144	2	0	33	29	0	0	0	0	2	0	0	38	29	0
	Skills Training Non-Credit																										
	Industry Non-Credit																										
Community/Individual Non-Credit																											
Personal Interest Non-Credit																											
Total Non-Credit			0	0	0	0	0	0	0	1	0	0	7	0	0	9	2	0	0	0	0	1	0	0	9	6	
Total Skills Training				130	0	0	0	1	0	2	1	0	144	9	0	33	38	2	0	0	0	2	1	0	38	38	6
Basic Education	Basic Education Credit																										
	Adult 12			18	6	0	0	0	0	1	1	0	22	9	0	13	15	0	0	0	0	0	0	15	18	0	
	Adult 10			61	0	0	1	0	0	0	0	0	62	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Academic GED			43	47	0	0	0	0	0	1	0	43	52	0	0	0	0	0	0	0	0	0	0	0	0	
	Total BE Credit			122	53	0	1	0	0	1	2	0	127	61	0	13	15	0	0	0	0	0	0	15	18	0	
	Basic Education Non-Credit																										
	Employability/Life Skills			47	0	0	0	0	0	2	0	0	48	0	0	11	0	0	0	0	0	1	0	0	15	0	0
	English Language Training			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	General Academic Studies			11	0	0	0	0	0	2	0	0	21	10	0	72	10	0	0	0	0	0	0	72	10	0	
	Literacy			22	0	0	0	0	0	0	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total BE Non-Credit			80	0	0	0	0	0	4	0	0	91	0	0	83	10	0	0	0	0	1	0	0	87	10	0	
Total Basic Education				202	53	0	1	0	0	5	2	0	218	61	0	96	25	0	0	0	0	1	0	0	102	28	0
	University Credit																										
	Total University			21	1	0	0	0	0	1	0	0	22	2	0	22	30	0	0	1	0	0	2	0	22	34	0
TOTAL ENROLMENT				353	54	0	1	1	0	8	3	0	384	72	0	151	93	2	0	1	0	3	3	0	162	100	6



Table 12

Equity Participation Enrolments		2002 - 2003												2003 - 2004											
Central Region		Aboriginal			Visible Minority			Disability			Central Region Total Enrolment			Aboriginal			Visible Minority			Disability			Central Region Total Enrolment		
Programs		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Skills Training - Credit																								
	Institute Credit																								
	SIAS	139	12	0	2	0	0	1	0	0	149	22	0	61	34	2	1	0	0	3	4	0	68	42	2
	Other	0	0	0	0	0	0	0	0	0	0	0	0	40	20	5	0	0	0	2	0	0	41	22	5
	Total Institute Credit	139	12	0	2	0	0	1	0	0	149	22	0	101	54	7	1	0	0	5	4	0	109	64	7
	Industry Credit																								
	Industry Credit	67	0	0	0	0	0	2	0	0	88	0	0	6	34	0	0	0	0	1	2	0	7	50	0
	Total Credit	206	12	0	2	0	0	3	0	0	237	22	0	107	88	7	1	0	0	6	6	0	116	114	7
	Skills Training Non-Credit																								
	Industry Non-Credit																								
	Community/Individual Non-Credit																								
	Personal Interest Non-Credit																								
	Total Non-Credit	64	77	0	0	7	0	1	4	0	72	145	0	0	89	47	0	0	0	0	2	3	1	92	85
Total Skills Training		270	89	0	2	7	0	4	4	0	309	167	0	107	177	54	1	0	0	6	8	3	117	206	92
Basic Education	Basic Education Credit																								
	Adult 12	56	7	0	0	0	0	1	0	0	63	7	0	79	5	0	2	0	0	2	1	0	83	6	0
	Adult 10	43	0	0	0	0	0	1	0	0	45	0	0	25	5	0	0	0	0	2	0	0	26	9	0
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	99	7	0	0	0	0	2	0	0	108	7	0	104	10	0	2	0	0	4	1	0	109	15	0
	Basic Education Non-Credit																								
	Employability/Life Skills	147	0	0	0	0	0	4	0	0	149	0	0	35	0	0	0	0	0	0	0	0	35	0	0
	English Language Training	0	0	0	0	1	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	26	0	0	0	0	0	0	0	0	28	0	0	45	0	0	0	0	0	0	0	0	46	0	0
	Literacy	8	142	0	0	2	0	0	5	0	9	164	0	0	206	0	0	1	0	0	6	0	0	280	0
	Total BE Non-Credit	181	142	0	0	3	0	4	5	0	186	168	0	80	206	0	0	1	0	0	6	0	81	280	0
Total Basic Education		280	149	0	0	3	0	6	5	0	294	175	0	184	216	0	2	1	0	4	7	0	190	295	0
	University Credit																								
	Total University	12	47	0	0	1	0	0	2	0	15	64	0	2	37	0	0	0	0	0	1	0	3	48	0
TOTAL ENROLMENT		562	285	0	2	11	0	10	11	0	618	406	0	293	430	54	3	1	0	10	16	3	310	549	92



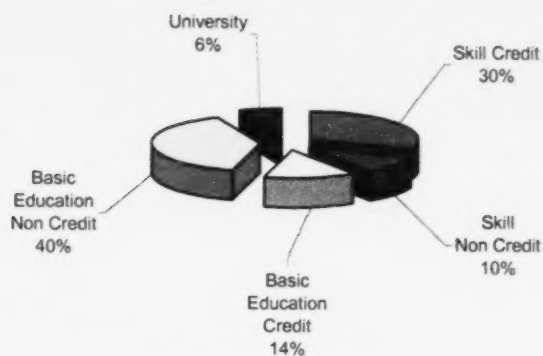
Table 13

Equity Participation Enrolments		2002 - 2003												2003 - 2004											
Athabasca Region		Aboriginal			Visible Minority			Disability			Athabasca Region Total Enrolment			Aboriginal			Visible Minority			Disability			Athabasca Region Total Enrolment		
Programs		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Skills Training - Credit																								
	SIAST	18	25	0	0	0	0	0	0	0	18	29	0	0	16	0	0	0	0	0	0	0	0	16	0
	Other	12	0	0	0	0	0	0	0	0	12	0	0	5	0	0	0	0	0	0	0	0	5	0	0
	Total Institute Credit	30	25	0	0	0	0	0	0	0	30	29	0	5	16	0	0	0	0	0	0	0	5	16	0
	Industry Credit																								
	Industry Credit	12	8	0	0	0	0	0	0	0	15	15	0	0	9	7	0	1	0	0	0	0	0	10	8
	Total Credit	42	33	0	0	0	0	0	0	0	45	44	0	5	25	7	0	1	0	0	0	0	5	26	8
	Skills Training Non-Credit																								
	Industry Non-Credit																								
	Community/Individual Non-Credit																								
	Personal Interest Non-Credit																								
	Total Non-Credit	3	9	0	0	0	0	0	0	0	3	10	0	0	15	0	0	0	0	0	2	0	0	16	0
Total Skills Training		45	42	0	0	0	0	0	0	0	48	54	0	5	40	7	0	1	0	0	2	0	5	42	8
Basic Education	Basic Education Credit																								
	Adult 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Adult 10	36	0	0	0	0	0	0	0	0	36	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Academic GED	15	0	0	0	0	0	0	0	0	0	16	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	51	0	0	0	0	0	0	0	0	36	16	0	0	0	0	0	0	0	0	0	0	0	0	0
	Basic Education Non-Credit																								
	Employability/Life Skills	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	0	0	0	0	0	0	0	0	0	0	0	0	9	19	0	0	0	0	0	1	0	9	22	0
	Literacy	0	367	0	0	4	0	0	5	0	0	522	0	0	129	0	0	2	0	0	1	0	0	177	0
	Total BE Non-Credit	0	367	0	0	4	0	0	5	0	0	522	0	9	148	0	0	2	0	1	2	0	9	199	0
Total Basic Education		51	367	0	0	4	0	0	5	0	36	538	0	9	148	0	0	2	0	1	2	0	9	199	0
	University Credit																								
	Total University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL ENROLMENT		96	409	0	0	4	0	0	5	0	84	592	0	14	188	7	0	3	0	1	4	0	14	241	8

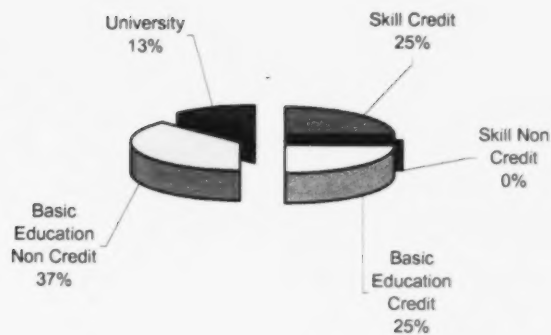


Equity Participation

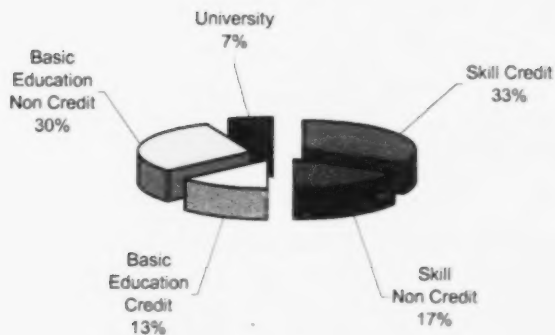
Aboriginal (1592 Students)



Visible Minority (8 Students)



Disability (46 Students)





College Staff for 2003-2004

Administration

Bill McLaughlin	Chief Executive Officer
Gail Walker	Director of Finance and Administration
Denise D'Amour	Director of Program Management
Jo-Anne Lennard	Executive Assistant
Calla Gordon	HR/Employment Equity Officer
Kelly Armstrong	Accounts Payable Clerk (pt)/Payroll Clerk
Joan Bogard	General Accounting Clerk
Raeanne Cameron	Administrative Assistant
Charlene Charles	Payroll Clerk
Erin Charles	HR/SIS Clerk
Cherise Chrispen	Payroll Clerk
Danial Fingarsen	Information Technology Coordinator
Barb Froese	Accounts Receivable Clerk
Jan Herringer	Assessment Counsellor
Joanne Hoeft	Registrar
Bebe Ivanochko	Literacy Coordinator
Angie McKenzie	Accounts Payable Clerk
Nancy Mirasty	PLAR Facilitator
Muriel Morin	Administration Receptionist
Carson Poitras	Northern Apprenticeship Coordinator
Bobbi-jo Protasenko	Administration Receptionist
Charmaine Pyakutch	Accounts Payable Clerk (pt)
Shelly Young	Accountant

Western Region

Joe Daigneault	Regional Director
Tim Anderson	Instructor-Office Education
Joanne Badger	Instructor-Literacy
Denise Bartley	Program Assistant
Lisa Bouchard	Program Centre Clerk 4
Kenny Bouchard	Security Guard (pt)
Steven Charles	Senior Coordinator
Alice Chartier	Security Guard
Dominique Chartier	Security Guard
Donna Clarke	Kitchen Supervisor
Tamara Cogger	Instructor-Pre-Technologies
Rose Desjarlais	Housekeeper
Andrew Douglas	Senior Coordinator
Georgina Glasser	Cook
Barry Janusas	Instructor-Recreation & Leisure Management
Casey Jones	CanSask Employment Coordinator
Jason Kennedy	Instructor-Developmental Studies III
Cathy Langdon	Instructor-Developmental Studies I
	Instructor-Developmental Studies II
	Instructor-Developmental Studies III
Tracey LaPrise	Instructor-Welding
Noel Lemaigre	PTA Clerk (pt)
Shelly MacDonald	Cook (pt)
Lisa McCallum	Security Guard
Rebecca McCallum	Security Guard
Rita McCallum	Literacy Facilitator
Cam McLeod	Distance Education Tutor
Jan McMillan	Instructor-Home Care/Special Care Aide
Gary Meginbir	Instructor-Adult 12
Lucy Montgrand	Student Advisor
Louise Pederson	Counsellor
Dorothy Poplow	Instructor-Business Certificate
Roy Reid	Instructor-Learner Assistance and Development
Jolene Roy	Instructor-Developmental Studies I
	Instructor-Developmental Studies II
Pat Smith	Instructor-Adult 12
Robert Thompson	Instructor-Recreation & Leisure Management
Sam Voisy	Instructor-Pre-Employment Carpentry
Ray Walter	Academic Facilitator
Louise Wolverine	Security Guard

Central / Athabasca Region

Peter Mayotte	Regional Director
Lulua Beatty	Instructor-Developmental Studies II
Lena Bell	Program Assistant
Waldo Berg	Instructor-Workplace Education
Alan Bishoff	Instructor-Workplace Education
Lorraine Bunyan	Instructor-Adult 12
Elizabeth Charles	Program Centre Clerk 4
Gareth Cook	Instructor-Developmental Studies III
Geoff Cowan	Instructor-Adult 12
Linda Cowan	Senior Coordinator
Linda Crawford	Counsellor
Roxanne Elsner	Program Assistant/Program Centre Clerk 3
Lawrence Finlayson	Literacy Facilitator
Kelly Haydukewich	Instructor-Web Based Educator
Brian Hendricks	Instructor-Institutional Cooking
Jennifer Hendry	Instructor-Chemical Laboratory Technician
Karen Kilgour	Program Centre Clerk 3
Wes Kolosky	Senior Coordinator
John Lancaster	Instructor-Employability Skills
Stew Mayotte	Senior Coordinator
Ron Mayson	Instructor-Carpentry Level 1
Helen McDermott	Instructor-Child Care Certificate
Chandra McDougald	Instructor-Radiation/Environmental Monitoring Technician
	Instructor-Chemical Laboratory Technician
Flora McKay	Student Advisor
Jill McKenzie	Distance Education Tutor
Dennis McLeod	Instructor-Teacher Assistant
Anne Mercer	Instructor-Adult 12
Bill Millard	Instructor-Office Education
Nancy Mirasty	Distance Education Tutor
Urbain Morelli	Instructor-Child Care Training
Hugh Munro	Senior Coordinator
Cindy Nicholson	Instructor-Child Care Training
Keith Olsen	Instructor-Carpentry
Cheryl Patterson	Instructor-Developmental Studies I
Vivian Phelps	Instructor-Workplace Education
Glenys Plunz	University Coordinator
Bobbi-jo Protasenko	Program Assistant
Charmaine Pyakutch	PTA Clerk (pt)
Monica Ratt	Program Centre Clerk 3
Lloyd Robertson	Instructor-Learner Assistance and Development
Daniel Roy	Instructor-GED Prep
Edward Roy	Instructor-Computers
Faisal Sayeed	Instructor - Adult 12
Judy Studer	Program Assistant
Elizabeth Taylor	Instructor-Home Care/Special Care Aide
Sam Uhl	Instructor-Computers
Ellen Waters	Instructor-Practical Nursing
John Watson	Instructor-Carpentry Upgrader
Lutz Wessler	Instructor-GED Prep

Eastern Region

Ordean Goulet	Regional Director
Maxine Armstrong	Instructor-Adult 12
Paul J Ballentyne	Senior Coordinator
Lorene Bonnett	Senior Coordinator
Gloria Brown	Janitor
Terri-Lynn Conley	Instructor-Adult 12
Lois Coutts	Counsellor
Cheryl Eastman	Program Centre Clerk 4
Joanne Fiddler	Instructor-GED Prep
Linda Fiddler	Instructor-Developmental Studies II

**Eastern Region (continued)**

Gillian Goodman
Patricia Grant-Bloxom
Pamela Huntley
Marilyn Iwasyk
Marie Leefe
June Markham
Laurel Madarash

Residence Custodian
Student Advisor
Instructor-Cosmetology
Distance Education Tutor
Residence Custodian
PTA Clerk (pt)
Instructor-Cosmetology

Marnie Gabriel
Penelope Morrisette
Fern Playford
Bonnie Tait
Julie VanVliet
Sam Voisy
Darlene Watson

Instructor-Early Childhood Education
Program Centre Clerk 3
Program Assistant
Instructor-Bridging to Adult 12
Instructor-GED Prep
Instructor-Home Maintenance & Repair
Student Advisor



Employment Equity Program – 2003-2004 Executive Summary

In Saskatchewan, the Regional Colleges joint union/management Maintenance Committee brings union and management representatives from Northlands College, Prairie West, Cumberland, Southeast, Parkland, North West, and Carlton Trail Regional Colleges together at least once annually to ensure equity among the non-instructional, in-scope employees of the unionized regional colleges.

Sub-Committees arising from the Maintenance Committee are the Evaluation, Appeals, and Dispute Resolution Committees, which work together to ensure new jobs coming into the college system and existing jobs that have undergone significant change are rated fairly in accordance with the Regional Colleges' Maintenance Plan.

Employment Equity

In a letter dated June 21, 2004, Donna Scott, Chief Commissioner, at the Saskatchewan Human Rights Commission (SHRC) informed the College: "It is with regret that I must advise you the Human Rights Commission has decided to stop approving, monitoring or renewing the approval of equity programs under section 47 of *The Saskatchewan Human Rights Code*. Approval of existing programs will be extended until December 31, 2004." So, the College is no longer required to submit an annual Monitoring report to the Commission.

While monitoring reports will no longer be submitted to the SHRC, the College will continue to follow the equity goals it has outlined in its Equity Program. In order to achieve, maintain, and possibly surpass these goals, it is imperative that the College continues to follow the Personnel and Recruitment policy in its hiring practices, which the Board has put in place for this purpose.

Prior to the SHRC decision to withdraw, it set down new reporting requirements. Initially, the Commission had associated statistics with positions filled at the College. This method of reporting meant that a person hired in the same year for two different jobs within the college could be counted twice. However, the last requirements they set down moved from statistics related to positions within the College to statistics related to individuals hired by the college. This move meant that each person could be counted only once regardless of how many positions he or she were hired for during the year. In accordance with this method of counting, all college positions were completely irrelative regarding College statistics.

By making this change in reporting requirements, the College is able to extend the boundaries of its statistics to include permanent and non-permanent employees, i.e. individuals on the College's rehire and re-employment lists. Additionally, employees who are on education and/or indefinite leave are included.

However, some flux regarding the percentage of equity employees hired in the 2003/2004 fiscal year will be evident when compared with the 2002/2003 fiscal year equity statistics, which is the direct result of the two different methods used to count statistics in these two reporting years.

Though the reporting format and requirements have changed, the College's Equity Program remains the same: 1) in the short-term (0-8 years), to maximize recruitment; 2) in the mid-term (8-10 years), to attain at least half of the equity levels represented in northern Saskatchewan; and, 3) in the long-term (15-20 years), to develop a workforce 100% reflective of the designated groups in the population within the College's service region.

The 2003/2004 fiscal year is the ninth year since the inception of the Equity Program, which means the college is in the mid-term period regarding its equity goals. The equity statistics for this mid-term period show: 9% of the College staff have a disability, which exceeds the College's mid-term goal of 4.85% by 4.15%; 62% of the staff were women, which exceeds the mid-term goal of 23.25% by 38.75%; 45% of the staff was of Aboriginal ancestry, which exceeds the mid-term goal of 35% by 10%. The visible minority category is low, .3% less than the 2.3% mid-term goal, but there is still time in the mid-term period to achieve this goal.

In regard to the annual equity statistics as they relate to the College's Equity Program mid-term period, please find three tables included with this report that compare and contrast the total



Northlands College Staff in the four equity groups over two fiscal years, with year ends: June 30, 2003 and June 30, 2004.

Table 1 compares the 2002/2003 and 2003/2004 fiscal year equity statistics. Essentially, when compared to the 2002/2003 annual statistics, the number of staff hired in 2003/2004 has increased. There has been a decrease in two equity categories, persons of Aboriginal ancestry and women, and an increase in persons with a disability, while the number of visible minorities has stayed the same. Possibly, the college's initiative to hire more individuals with a disability during 2003/2004 may, in part, be responsible for this drop in the persons of Aboriginal ancestry category.

Table 1: 2002/2003 Annual Staff Roll Up Compared to 2003/04 Annual Staff Roll Up

	Total	Aboriginal Ancestry		Disabled Persons		Women		Visible Minority	
	Staff	Staff	Percent	Staff	Percent	Staff	Percent	Staff	Percent
2002/2003 Annual	152	71	47%	9	6%	96	63%	2	1%
2003/2004 Annual	172	77	45%	16	9%	106	62%	2	1%

Table 2 gives a clearer picture of equity numbers, as it excludes overlaps in the number of women and women of Aboriginal ancestry working for the college, as well as excluding overlaps in the number of equity candidates and equity candidates with disabilities working for the college:

Table 2: 2003/2004 Total Staff Breakdown

Groups	Management	Admin	Instructor	TOTAL
Male: Aboriginal Ancestry w Disability	0	2	2	4
Male: Aboriginal Ancestry w/o Disability	2	7	12	21
Male: Non-Aboriginal w Disability	0	1	1	2
Male: Non-Aboriginal w/o Disability	2	3	33	38
Female: Aboriginal Ancestry w Disability	1	2	1	4
Female: Aboriginal Ancestry w/o Disability	1	28	19	48
Female: Non-Aboriginal w Disability	0	4	2	6
Female: Non-Aboriginal w/o Disability	1	17	29	47
Visible Minority w Disability	0	1	0	1
Visible Minority w/o Disability	0	1	0	1
Total Staff	7	67	98	172

In addition, Table 3 indicates the number and type of equity hires made in the 2003 - 2004 fiscal year on a regional basis:

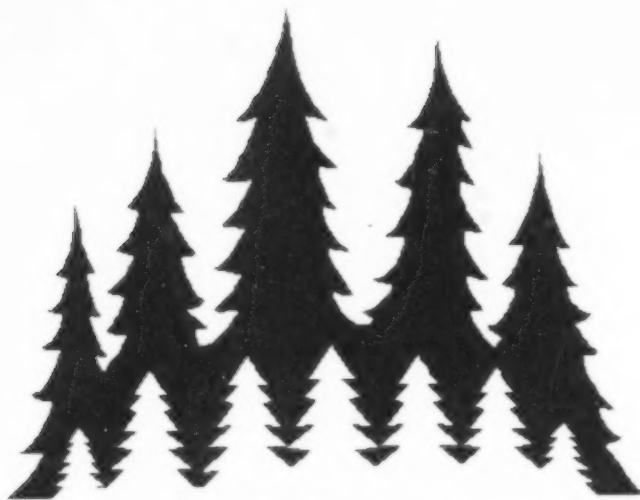
Table 3: New Hires for the 2003/2004 Fiscal Year

	Female				Male				Total
	A	NA	VM	D	A	NA	VM	D	
Administration					1				3
Western Region	1	3		1	1	1			6
Central/Athabasca Region	4	3			2	5		1	14
Eastern Region	1					1			2
Total	8	6			4	7			25

A = Aboriginal NA = Non Aboriginal VM = Visible Minority D = Disability

Despite the small flux in percentages in the women and persons of Aboriginal ancestry categories in the 2002/2003 and 2003/2004 fiscal years, the college is still on track concerning its mid-term equity goals and is maintaining a stable position in regard to its equity recruitment and hiring initiatives.





Financial Statements
Year Ended June 30, 2004





Comparison of Stated Financial Objectives and Performance

The College is dependent on a high level of partnerships to sustain its programming activity and realized a decrease in revenues and expenses as a result of partnership activity that was lower than predicted. The net effect of this combination was a reduction in the predicted deficit of \$74,851.

The Board sets its direction and monitors the performance of the College. Changes in predicted activity was monitored on an ongoing basis through managers' meetings, monthly and trimester reporting to the Board. The Board and management agreed how to respond to the apparent volatility of partnership levels in 03/04 and the impact it had on College operations.

	Original Budget	Actual	Difference
(Deficiency) excess of revenues over expenses	\$(213,887)	\$(139,036)	\$74,851
Operating Fund revenue:	\$12,632,547	\$11,516,042	\$(1,116,505)
General	5,352,059	5,033,793	-318,266
Skills Credit	4,106,200	3,270,617	-835,583
Skills Non-Credit	266,260	76,930	-189,330
Basic Education Credit	1,393,100	923,967	-469,133
Basic Education Non-Credit	975,927	1,176,930	201,003
University	202,608	447,457	244,849
Learner Support	206,393	466,624	260,231
Counselling Services	130,000	119,724	-10,276
Operating Fund expenses:	\$12,846,434	\$11,655,078	\$(1,191,356)
General	4,002,544	3,706,291	-296,253
Skills Credit	4,106,200	3,299,664	-806,536
Skills Non-Credit	266,260	75,584	-190,676
Basic Education Credit	1,393,100	1,010,914	-382,186
Basic Education Non-Credit	1,005,927	1,188,029	182,102
University	407,480	634,959	227,479
Learner Support	936,310	1,088,564	152,254
Counselling Services	728,613	651,073	-77,540

Even with the decrease in partnership revenue, the College continued to develop new initiatives with existing partners. Examples are the provision of the on-line high school together with Northern Lights School Division and Keewatin Career Development Corporation and the continuing partnership with the First Nations University of Canada for teacher training in Pelican Narrows.



Use of Reserve Funds in College Operations:

The College maintains six reserves funded by the Board through the re-allocation of restricted funds:

- 1) **Capital Equipment Purchase Reserve** is for the purchase of capital equipment as defined under the Regional Colleges' Capital Asset Policy. The Board allocated \$7700 to the reserve and purchased capital equipment worth \$8100 leaving a balance of \$6900.
- 2) **Building Capital Reserve** is the College's contribution to the Creighton capital construction project. The Board allocated an additional \$50,000 to the reserve, increasing the balance to \$250,000. Capital construction continued into fiscal 04/05, at which time the reserve will be fully depleted.
- 3) **Building Maintenance Reserve** is for building maintenance beyond the operational repair and maintenance budgets. The College owns a significant amount of real property (La Ronge Program Centre, Air Ronge Administration, Air Ronge Shops, Stony Rapids classroom and staff residence, La Loche staff residence, Buffalo Narrows Student Residence and the Creighton Learning Centre) and this reserve is designed to provide a source of funds to undertake non-capital or capital projects not funded by Saskatchewan Learning capital funds. The College's Capital Plan will drive the size of this reserve. In 2003/04, the Board allocated \$28,250 to this reserve and contributed funds towards storage facilities, classroom renovations in Air Ronge, and the installation of an alarm system at the Buffalo Narrows Student Residence leaving a balance of \$124,750.
- 4) **Information Technology Reserve** is for the purchase of computer equipment as defined under the Regional Colleges' Capital Asset Policy. This reserve is designed for the cyclical replacement of capital computer equipment (student computer labs, administration network peripherals and computers). Operational budgets fund non-capital computer equipment, software and data communications (CNET lines). The Board made no allocation to the reserve in 2003/04 and contributed funds to upgrading administrative networks leaving a balance of \$40,395.
- 5) **Training and Education Reserve** is to provide funds for programming activity where other program funds are not available or there is a great demand for a particular type of programming. This reserve remains a top priority for the Board; however, its size is entirely dependent on the availability of unrestricted funds. In 2003/04 the Board contributed \$183,758 to this reserve providing funds for Basic Education, Literacy, Water Waste/Water Management, regional University program in Buffalo Narrows, on-line course development and the on-line high school leaving a balance of \$356,005; however, the Board allocated the majority of this balance to specific 04/05 programming.
- 6) **Marketing Reserve:**
The Board allocated \$25,000 to implement a marketing strategy. In 2003/04, funds contributed to a comprehensive survey to determine the visibility of the College throughout Northern Saskatchewan. Remaining funds are available for continuing the implementation of this strategy.



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AUDITORS' REPORT

TO THE BOARD OF DIRECTORS OF NORTHLANDS COLLEGE

We have audited the statement of financial position of Northlands College as at June 30, 2004 and the statements of operations, changes in net assets and of cash flows for the year then ended. These financial statements are the responsibility of management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2004 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Chartered Accountants

August 20, 2004



Statement 1

Northlands College
Statement of Financial Position
as at June 30, 2004

	2004			2003
	<u>Operating</u>	<u>Capital</u>	<u>Total</u>	<u>Total</u>
Assets				
Current Assets				
Cash	\$ 3,684,568	\$ -	\$ 3,684,568	\$ 3,206,186
Accounts receivable (note 3)	637,667	-	637,667	990,065
Prepaid expenses	46,314	-	46,314	43,347
	<u>4,368,549</u>		<u>4,368,549</u>	4,239,598
Non-current Assets				
Capital Assets (note 4)	<u>-</u>	<u>3,220,026</u>	<u>3,220,026</u>	2,608,288
	<u><u>\$ 4,368,549</u></u>	<u><u>\$ 3,220,026</u></u>	<u><u>\$ 7,588,575</u></u>	<u><u>\$ 6,847,886</u></u>
Liabilities				
Current Liabilities				
Accrued salaries and benefits	\$ 507,631	\$ -	\$ 507,631	\$ 478,280
Accounts payable & accrued liabilities (note 5)	713,804	-	713,804	768,844
Unearned revenue (note 6)	2,094,058	-	2,094,058	1,556,204
Current portion of long-term debt (note 7)	<u>-</u>	<u>32,288</u>	<u>32,288</u>	-
	3,315,493	32,288	3,347,781	2,803,328
Non-current liabilities				
Long-term debt (note 7)	<u>-</u>	<u>632,272</u>	<u>632,272</u>	-
Net Assets				
Invested in capital assets	<u>-</u>	<u>2,555,466</u>	<u>2,555,466</u>	2,608,288
Restricted (note 8)	651,184	-	651,184	822,289
Unrestricted	401,872	-	401,872	613,981
	<u>1,053,056</u>	<u>2,555,466</u>	<u>3,608,522</u>	4,044,558
	<u><u>\$ 4,368,549</u></u>	<u><u>\$ 3,220,026</u></u>	<u><u>\$ 7,588,575</u></u>	<u><u>\$ 6,847,886</u></u>

On behalf of the Board:

Director

Director

Director/CFO

Director/CFO



Statement 2

Northlands College
Statement of Operations
for the year ended June 30, 2004

	2004 Budget (note 9)	2004 Operating	2003	2004 Capital	2003 Total	2004 Total	2003 Total
Revenues (Schedule 1)							
Provincial government	\$ 9,350,415	\$ 8,151,906	\$ 8,527,022	\$ 9,787	\$ 591,467	\$ 8,161,693	\$ 9,118,489
Federal government	90,800	112,931	65,380	-	-	112,931	65,380
Other revenue	3,191,332	3,251,205	3,722,730	60,000	-	3,311,205	3,722,730
Total revenues	12,632,547	11,516,042	12,315,132	69,787	591,467	11,585,829	12,906,599
Expenses (Schedule 2)							
Agency Contracts	2,584,714	2,151,795	2,526,820	-	-	2,151,795	2,526,820
Amortization	-	-	-	366,787	363,279	366,787	363,279
Equipment	330,434	263,092	280,621	-	-	263,092	280,621
Facilities	1,300,876	1,066,149	1,156,524	-	-	1,066,149	1,156,524
Information Technology	109,259	74,739	112,744	-	-	74,739	112,744
Operating (schedule 3)	1,976,715	1,765,256	1,758,070	-	-	1,765,256	1,758,070
Personal services	6,544,436	6,334,047	6,338,910	-	-	6,334,047	6,338,910
Total expenses	12,846,434	11,655,078	12,173,689	366,787	363,279	12,021,865	12,536,968
(Deficiency) excess of revenues over expenses	\$ (213,887)	\$ (139,036)	\$ 141,443	\$ (297,000)	\$ 228,188	\$ (436,036)	\$ 369,631

See accompanying notes to financial statements



Statement 3

Northlands College
Statement of Changes in Net Assets
for the year ended June 30, 2004

	2004			2003
	Invested in capital assets	Restricted	Unrestricted	Total
(Deficiency) excess of revenues over expenses	\$ (366,787)	\$ -	\$ -	\$ (366,787)
Net assets, beginning of year	2,608,288	822,288	613,982	4,044,558
Interfund transfers:				
Invested in capital assets	978,525	(174,880)	(803,645)	-
Externally imposed restrictions	-	-	-	-
Internally imposed restrictions	-	3,776	(3,776)	-
Net assets, end of year	<u>\$ 3,220,026</u>	<u>\$ 651,184</u>	<u>\$ (193,439)</u>	<u>\$ 4,044,558</u>

Restricted details: (note 8)

	Beginning Balance	To Restricted	From Restricted	Ending Balance
<u>Externally Restricted</u>	-	-	-	-
	-	-	-	-
	-	-	-	-
<u>Internally Restricted</u>				
Capital Equipment Purchase				
Reserve	7,300	7,700	(8,100)	6,900
Building Capital Reserve	250,000	-	(134,020)	115,980
Building Maintenance Reserve	121,750	28,250	(25,250)	124,750
Information Technology Reserve	73,155	-	(32,760)	40,395
Marketing Reserve	-	25,000	(17,846)	7,154
Training and Education Reserve	370,083	183,578	(197,656)	356,005
	822,288	244,528	(415,632)	651,184
Total Restricted	<u>\$ 822,288</u>	<u>\$ 244,528</u>	<u>\$ (415,632)</u>	<u>\$ 651,184</u>

See accompanying notes to financial statements



Statement 4

Northlands College
Statement of Cash Flows
for the year ended June 30, 2004

	2004	2003
Cash flows from operating activities		
(Deficiency) excess of revenues over expenses	\$ -	\$ 369,631
Amortization of capital assets	366,787	363,279
	<u>366,787</u>	<u>732,910</u>
Changes in non-cash working capital		
Decrease (increase) in accounts receivable	(611,738)	(183,025)
(Increase) in prepaid expenses	(1)	(8,042)
Increase (decrease) in accrued salaries and benefits	544,453	(163,918)
(Decrease) increase in accounts payable and accrued liabilities	-	309,481
Increase in unearned revenue	632,272	298,644
Increase in current portion of long-term debt	-	-
Cash provided from operating activities	<u>931,773</u>	<u>986,050</u>
Cash flows from investing activities		
Purchase of capital assets	(978,524)	(740,623)
Cash used in investing activities	<u>(978,524)</u>	<u>(740,623)</u>
Cash flows from financing activities		
Long-term debt financing	(171,105)	-
Cash used in financing activities	<u>(171,105)</u>	<u>-</u>
Net increase in cash	(217,856)	245,427
Cash, beginning of year	<u>3,206,186</u>	<u>2,960,759</u>
Cash, end of year	<u>\$ 2,988,330</u>	<u>\$ 3,206,186</u>

See accompanying notes to financial statements



Schedule 1

Northlands College
Schedule of Operating Fund Revenues by Function
 for the year ended June 30, 2004

	General		Skills Training		Basic Education		University		Services		2004	2004 Budget	2003
			Credit	Non-credit	Credit	Non-credit	Credit	Non-credit	Leamer Support	Counsel	Total	(note 9)	
Provincial Government													
Saskatchewan Learning													
Operating grant	\$ 3,535,331	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,535,331	\$ 3,044,189	\$ 3,690,030
Program payments	647,745	2,030,755	42,744	741,976	668,364	741,976	-	-	269,699	119,724	4,821,007	5,564,026	4,566,162
Other	-	-	-	-	-	-	-	-	-	-	-	-	561,022
	4,183,076	2,030,755	42,744	741,976	668,364	741,976	-	-	269,699	119,724	8,056,338	9,228,215	8,416,114
Other Provincial	6,078	60,222	482	28,786	-	-	-	-	-	-	95,588	122,200	109,908
	4,189,154	2,090,977	43,226	770,762	668,364	770,762	-	-	269,699	119,724	8,151,906	9,350,415	8,527,022
Federal Government													
Admin recovery	7,118	-	-	-	-	-	-	-	-	-	7,118	13,625	3,824
Seat purchases	-	-	-	-	-	-	-	-	-	-	-	-	-
Projects	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	40,559	-	48,548	-	48,548	-	-	18,708	-	105,813	77,175	61,556
	7,118	40,559	-	48,548	-	48,548	-	-	18,708	-	112,831	90,800	65,360
Other Revenue													
Admin recovery	165,240	-	-	-	-	-	-	-	-	-	165,240	221,662	233,281
Contracts	-	362,102	14,643	273,527	103,913	273,527	397,621	-	-	-	1,201,808	1,395,646	1,366,646
Interest	95,068	-	-	-	-	-	-	-	-	-	95,068	100,000	99,795
Rents	24,563	5,850	-	6,963	2,895	6,963	5,473	-	154,962	-	200,378	62,600	196,524
Resale items	3,660	158,632	499	158	54	158	14,181	-	-	-	177,224	91,376	142,479
Tuition	-	597,517	18,562	29,191	147,991	29,191	29,195	-	-	-	822,466	863,165	835,120
Other	548,890	14,990	-	81	780	81	987	-	23,257	-	549,015	657,159	628,085
	837,521	1,139,081	33,704	255,603	255,603	369,620	447,457	-	178,219	-	3,251,205	3,191,332	3,722,730
Total revenue	5,033,793	3,270,817	78,930	1,178,930	923,987	1,178,930	447,457	-	468,624	119,724	11,516,042	12,032,547	12,315,132
Total operating expenses (Schedule 2)	3,708,291	3,259,864	75,594	1,188,029	1,010,914	1,188,029	634,959	-	1,086,564	681,073	11,655,078	12,846,134	12,173,689
(Deficiency) excess of revenues over expenses	\$ 1,327,502	\$ (29,047)	\$ 1,346	\$ (11,099)	\$ (86,927)	\$ (11,099)	\$ (187,502)	\$ (531,349)	\$ (621,940)	\$ (531,349)	\$ (139,036)	\$ (213,067)	\$ 141,443



Schedule 2

Northlands College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2004

	General	2004				University		Services		2004 (note 9)	2004 Budget	2003
		Skills Training		Basic Education		Credit	Non-credit	Learner Support	Counsel			
		Credit	Non-credit	Credit	Non-credit							
Agency Contracts	\$ 112,693	\$ 1,247,097	\$ 54,172	\$ 87,156	\$ 150,283	\$ 350,949	\$ 44,059	\$ 124,776	\$ 2,151,795	\$ 2,584,714	\$ 2,526,820	
Equipment	118,998	-	-	16,744	19,186	11,618	27,594	7,784	263,082	330,434	280,621	
Facilities	430,072	165,470	628	65,252	71,305	36,288	6,314	286,822	1,066,148	1,300,878	1,156,524	
Information Technology	72,751	1,100	174	714	-	-	-	-	74,738	109,259	112,744	
Operating (Schedule 3)	654,092	916,984	11,410	106,272	153,150	81,767	39,590	96,991	1,976,715	1,976,715	1,758,070	
Personal Services	2,317,685	1,207,825	9,378	751,776	783,921	152,337	530,916	570,211	6,334,047	8,544,436	8,338,910	
	<u>\$ 3,708,201</u>	<u>\$ 3,299,664</u>	<u>\$ 75,584</u>	<u>\$ 1,010,914</u>	<u>\$ 1,189,029</u>	<u>\$ 634,959</u>	<u>\$ 651,073</u>	<u>\$ 1,098,554</u>	<u>\$ 11,655,076</u>	<u>\$ 12,846,434</u>	<u>\$ 12,173,689</u>	
		<u>\$ 3,375,248</u>		<u>\$ 2,198,943</u>			<u>\$ 1,739,637</u>					

See accompanying notes to financial statements



Schedule 3

Northlands College
Schedule of Operating Expenses
for the year ended June 30, 2004

	2004	2004 Budget (note 9)	2003
	Total	Total	Total
Advertising	\$ 105,517	\$ 80,862	\$ 97,744
Association Fees & Dues	13,301	12,295	10,671
Bad Debts	25,039	18,063	(716)
Financial Services	12,687	371	450
In-Service	39,761	82,001	30,368
Insurance	67,109	68,748	69,695
Materials & Supplies	459,765	532,793	465,048
Printing & Copying	75,512	79,942	95,495
Professional Services	18,249	20,407	16,630
Resale Items	191,192	140,429	146,193
Subscriptions	4,882	5,425	4,873
Telephone/Fax	104,388	119,320	105,982
Travel	556,963	654,418	607,527
Other	90,891	161,641	108,110
	<u>\$ 1,765,256</u>	<u>\$ 1,976,715</u>	<u>\$ 1,758,070</u>

See accompanying notes to financial statements



Northlands College Notes to the Financial Statements for the year ended June 30, 2004

1. PURPOSE AND AUTHORITY

Northlands College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the Colleges is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. Northlands College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

(i) Operating Fund

The operating fund accounts for the College's program delivery, service and administrative activities.

(ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue Recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions related to the general operations are recognized as revenue of the operating fund in the year that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing under the asset threshold are expensed in the current year.

Capital assets are amortized on a straight-line basis over their estimated useful lives as follows and amortization is reported as an expense in the capital fund:

Buildings	20 years	20 years
Furniture and equipment		3 to 10 years
Leasehold improvements		Term of lease or useful life

d) Cash

Cash is represented by cash on hand and balances with banks.

**3. ACCOUNTS RECEIVABLE**

Accounts receivable are composed of the following:

	2004 \$	2003 \$
Saskatchewan Learning	41,692	65,491
Other	595,975	924,574
	<u>\$ 637,667</u>	<u>\$ 990,065</u>

4. CAPITAL ASSETS

	Cost \$	Accumulated Amortization \$	2004 Net Book Value \$	2003 Net Book Value \$
Land	42,859	-	42,859	37,359
Buildings	5,009,851	2,148,422	2,861,429	2,089,307
Furniture and Equipment	1,262,586	1,130,266	132,320	136,497
Leasehold Improvements	291,613	108,195	183,418	345,125
	<u>\$ 6,606,909</u>	<u>\$ 3,386,883</u>	<u>\$ 3,220,026</u>	<u>\$ 2,608,288</u>

5. ACCOUNTS PAYABLE & ACCRUED LIABILITIES

Accounts payable are composed of the following:

	2004 \$	2003 \$
Government of Saskatchewan	12,315	86,635
Federal Government	141,067	127,542
Other	560,422	554,667
	<u>\$ 713,804</u>	<u>\$ 768,844</u>

6. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2004 \$	2003 \$
Saskatchewan Learning	1,843,832	1,157,236
Federal Government grant	25,974	10,472
Other	224,651	388,496
	<u>\$ 2,094,457</u>	<u>\$ 1,556,204</u>

7. LONG TERM DEBT

	2004 \$	2003 \$
Royal Bank of Canada, interest rate fixed at 5.589% per annum, monthly repayment terms of \$5,717.94 for 10 years, beginning March 25, 2004	664,560	-
Less:		
Current portion	(32,288)	-
	<u>\$ 632,272</u>	<u>\$ -</u>



8. RESTRICTIONS ON NET ASSETS

The Board of Directors of Northlands College have placed internal restrictions on \$651,184 (2003 – \$822,289) of unrestricted net assets to be used for various purposes as indicated on Statement 3.

External restrictions have not been placed on assets used by Northlands College.

9. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 20, 2003. The Minister approved the budget on June 24, 2003.

10. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

	<u>2004</u>	<u>2003</u>
SaskTel	\$ 99,980	\$ 105,418
SaskPower and SaskEnergy	73,578	63,000
Saskatchewan Property Management Corporation	431,035	543,789
SIASST Campuses	799,775	2,829,172
University of Regina	61,155	55,795
University of Saskatchewan	12,808	36,738
Total Payments made to Related Parties	<u>\$1,478,331</u>	<u>\$3,633,912</u>

	<u>2004</u>	<u>2003</u>
Saskatchewan Workers' Compensation Board	\$ 1,648	\$ -
Saskatchewan Learning	9,484,315	9,028,504
SIASST Campuses	720	504
University of Regina	191	-
University of Saskatchewan	26,629	139
Total Amounts Receivable/Received from Related Parties	<u>\$9,513,503</u>	<u>\$9,029,147</u>

The College receives long distance telephone service between major centres from SaskTel, a related party, at reduced rates available to government agencies.

The College brokers course programs from Saskatchewan Institute of Applied Science and Technology (SIASST) based on negotiated rates.

11. FINANCIAL INSTRUMENTS

The College's significant financial instruments consist of accounts receivable, accounts payable and accrued liabilities, and long-term debt.

- The carrying amount of cash, accounts receivable, accounts payable and accrued liabilities approximate fair value due to the short-term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing or certainty of future cash flows.
- The College is exposed to credit risk from the potential non-payment of accounts receivable.

**12. EMPLOYEE FUTURE BENEFITS**

Employees of the College participate in one of three pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, either the Teachers' Superannuation Plan (TSP) which is administered by the Teachers' Superannuation Commission or the Saskatchewan Teachers' Retirement Plan (STRP) which is administered by the Saskatchewan Teachers' Federation. The College has no financial obligation to TSP or STRP. Eligible employees contribute to TSP or STRP for their current service. No matching contribution is made by the College. The General Revenue Fund is responsible for the financial obligations of the TSP. All other employees participate through the Municipal Employees Pension Plan (MEPP), which is a multi-employer defined benefit plan. Pension expense for the year amounted to \$176,590 (2003 - \$175,849).

13. LEASE AGREEMENTS

The College is currently leasing certain land and buildings under leases that expire at various dates to May 1, 2024. Annual rentals under the leases for each of the next five years are as follows:

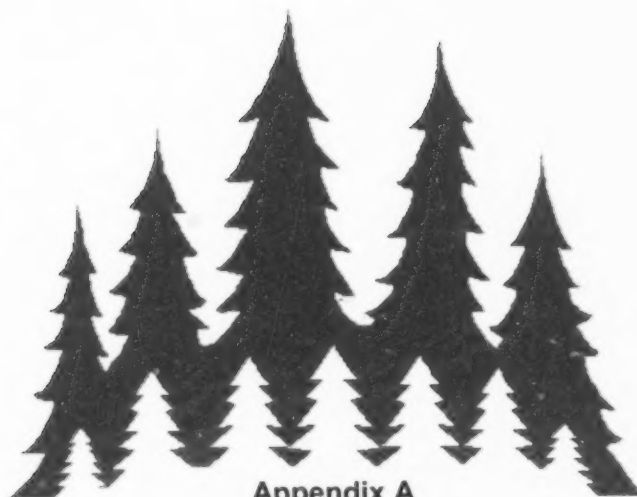
2005	-	\$392,779
2006	-	\$392,779
2007	-	\$392,779
2008	-	\$392,779
2009	-	\$392,779

14. MEASUREMENT UNCERTAINTY

The preparation of financial statements in accordance with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amount of revenues and expenses during the reported period. These estimates are reviewed periodically, and, as adjustments become necessary, they are reported in earnings in the period in which they become known.

15. FOUNDATION

Northlands College established a wholly-owned charitable foundation called "Northlands College Foundation Scholarship Incorporated" for the purpose of advancing education by recognizing student scholastic achievement through the provision of scholarships. The foundation recorded revenue of \$57,263 in 2003-04 and had net assets of \$57,263 as at June 30, 2004.



Appendix A
Northlands College
Student Statistics
Yearend 2004





Northlands College Student Statistics 2003-2004

Skills Training Credit			No. of Weeks	Program Registrations			Discontinued			Completion/ Graduated			Completion Percentage
Program	Location	Dates		F/T	P/T	Cas	F/T	P/T	Cas	F/T	P/T	Cas	
SKILLS - Institute Credit													
SIAST FULL-TIME													
Business Certificate	Buffalo Narrows	Sept. 15/03 - June 30/04	39	12			4			8	0		67
Chemical Laboratory Technician*	La Ronge	Oct. 6/03 - Dec. 10/04	31	13				6		7	0		54
Early Childhood Education	Cumberland House	Sept. 15/03 - June 30/04	37	9				1		8			89
Home Care/Special Care Aide	La Ronge	Oct. 14/03 - June 4/04	30	11				3		8	0		73
Home Maintenance & Repair	Sandy Bay	June 9/03 - Sept. 26/03	12		11				1		10		91
Log Home Building	Pelican Narrows	May 20/03 - Jan. 16/04	12		10			0	0		10		100
Natural Resource Technician	Buffalo Narrows	Sept. 2/03 - June 30/05	40	14			4			10	0		71
Office Education	Ile a La Crosse	Sept. 8/03 - June 30/04	39	11						11	0		100
Office Education	La Ronge	Sept. 8/03 - Jun 25/04	38	13				3		10	0		77
Practical Nursing	La Ronge	Mar. 10/03 - June 30/04	39	8				1		7	0		88
Pre-Employment Carpentry	Buffalo Narrows	Sept. 2/03 - June 30/04	40	8			1			7	0		88
Pre-Employment Welding	La Loche	Sept. 3/02 - Aug. 29/03	9		9					0	9		100
Radiation Environmental Monitoring Tech	La Ronge	Sept. 23/02 - Oct. 31/03	11				10			0	0		100
Recreation & Leisure Management	Buffalo Narrows	Sept. 17/01 - May 31/04	34	9						9	0		100
Recreation & Leisure Management	Buffalo Narrows	Jan. 20/03 - Dec. 23/05	39	18			5			13	0		72
Truck Driver 1A	La Ronge	July 2/03 - Aug. 27/03	8				3			0	0		100
SIAST Full-time Subtotal			458	126	30	0	27	14	1	98	29	0	81%
SIAST PART-TIME													
Home Care/Special Care Aide	La Loche	May 10/03 - Nov. 8/03	3		9				1		8		89
Portable Sawmill/Forwarder Training	Cumberland House	Feb. 2/04 - Apr. 2/04	9		9				2		7		78
Primary Care Paramedic - Bridging	La Ronge	Jan. 17/04 - Mar. 7/04	1			6							100
Raisebore Operation	McArthur River	July 2/03 - June 30/05	48	12						23	0		100
Sask. Housing Manager's Training	La Ronge	Sept. 16/03 - Sept. 18/03	1			5							100
SCN SIAST - Business Certificate	La Ronge	Sept. 2/03 - June 30/04	38	1	9				1	1	8		90
SIAST Part-time Subtotal			100	13	27	11	0	0	4	24	23	0	92%
OTHER FULL-TIME													
Child Care Certificate	La Ronge	Aug. 18/03 - June 3/04	38	19	1		3	1		15	1		80
Child Care Certificate	Pinehouse	Sept. 8/03 - June 11/047	38	13			2			11			85
Nurses Aid	Pinehouse	Dec. 15/03 - Mar. 12/04	18	5						5			100
Teacher Assistant	La Ronge	Sept. 15/036 - June 18/04	37	8			1			7			88
Other Full Time Subtotal			131	45	1	0	6	1	0	38	1	0	85%



Northlands College Student Statistics 2003-2004

Skills Training Credit			No. of Weeks	Program Registrations			Discontinued			Completion/ Graduated			Completion Percentage
Program	Location	Dates		F/T	P/T	Cas	F/T	P/T	Cas	F/T	P/T	Cas	
SKILLS - Institute Credit													
SIAST FULL-TIME													
Business Certificate	Buffalo Narrows	Sept. 15/03 - June 30/04	39	12			4			8	0		67
Chemical Laboratory Technician*	La Ronge	Oct. 6/03 - Dec. 10/04	31	13				6		7	0		54
Early Childhood Education	Cumberland House	Sept. 15/03 - June 30/04	37	9				1		8			89
Home Care/Special Care Aide	La Ronge	Oct. 14/03 - June 4/04	30	11				3		8	0		73
Home Maintenance & Repair	Sandy Bay	June 9/03 - Sept. 26/03	12		11				1		10		91
Log Home Building	Pelican Narrows	May 20/03 - Jan. 16/04	12		10			0	0		10		100
Natural Resource Technician	Buffalo Narrows	Sept. 2/03 - June 30/05	40	14			4			10	0		71
Office Education	Ile a La Crosse	Sept. 8/03 - June 30/04	39	11						11	0		100
Office Education	La Ronge	Sept. 8/03 - Jun 25/04	38	13				3		10	0		77
Practical Nursing	La Ronge	Mar. 10/03 - June 30/04	39	8				1		7	0		88
Pre-Employment Carpentry	Buffalo Narrows	Sept. 2/03 - June 30/04	40	8			1			7	0		88
Pre-Employment Welding	La Loche	Sept. 3/02 - Aug. 29/03	9		9					0	9		100
Radiation Environmental Monitoring Tech	La Ronge	Sept. 23/02 - Oct. 31/03	11				10			0	0		100
Recreation & Leisure Management	Buffalo Narrows	Sept. 17/01 - May 31/04	34	9						9	0		100
Recreation & Leisure Management	Buffalo Narrows	Jan. 20/03 - Dec. 23/05	39	18			5			13	0		72
Truck Driver 1A	La Ronge	July 2/03 - Aug. 27/03	8				3			0	0		100
SIAST Full-time Subtotal			458	126	30	0	27	14	1	98	29	0	81%
SIAST PART-TIME													
Home Care/Special Care Aide	La Loche	May 10/03 - Nov. 8/03	3		9				1		8		89
Portable Sawmill/Forwarder Training	Cumberland House	Feb. 2/04 - Apr. 2/04	9		9				2		7		78
Primary Care Paramedic - Bridging	La Ronge	Jan. 17/04 - Mar. 7/04	1			6							100
Raisebore Operation	McArthur River	July 2/03 - June 30/05	48	12						23	0		100
Sask. Housing Manager's Training	La Ronge	Sept. 16/03 - Sept. 18/03	1			5							100
SCN SIAST - Business Certificate	La Ronge	Sept. 2/03 - June 30/04	38	1	9				1	1	8		90
SIAST Part-time Subtotal			100	13	27	11	0	0	4	24	23	0	92%
OTHER FULL-TIME													
Child Care Certificate	La Ronge	Aug. 18/03 - June 3/04	38	19	1		3	1		15	1		80
Child Care Certificate	Pinehouse	Sept. 8/03 - June 11/047	38	13			2			11			85
Nurses Aid	Pinehouse	Dec. 15/03 - Mar. 12/04	18	5						5			100
Teacher Assistant	La Ronge	Sept. 15/036 - June 18/04	37	8			1			7			88
Other Full Time Subtotal			131	45	1	0	6	1	0	38	1	0	85%



Northlands College Student Statistics 2003-2004

Skills Training Credit			No. of Weeks	Program Registrations			Discontinued			Completion/ Graduated			Completion Percentage
Program	Location	Dates		F/T	P/T	Cas	F/T	P/T	Cas	F/T	P/T	Cas	
SKILLS - INDUSTRY CREDIT													
Fire Camp Cooking	Buffalo Narrows	Aug. 11/03 - Aug. 18/03	2			16						16	100
Fireman's Boiler Certificate	La Ronge	Mar. 15/04 - Mar. 19/04	1			18						12	100
First Aid & CPR	Ile a la Crosse	Aug. 4/03 - Aug. 5/03	0			17			8			9	53
First Aid/CPR B	Uranium City	Jan. 12/04 - Jan. 14/04	1			10						10	100
First Aid/CPR C	Camsell Portage	Jan. 10/04 - Jan. 11/04	0			8						8	100
Fur Trapper Training	Pelican Narrows	Mar. 1/04 - Mar. 12/04	2		9						9		100
Hospitality Capacity Building *	Buffalo Narrows	Mar. 27/04 - Nov. 26/04	0		18							18	100
Oil Field/On the Job Training	Buffalo Narrows	June 14/04 - June 25/04	2			19						19	100
Truck Driver - 1A	La Ronge	May 5/04 - June 23/04	9		8						8		100
Type II Fire Fighter	Beauval	May 31/04 - June 4/04	1			44						43	100
Water Treatment and Distribution - Level 2	La Ronge	Apr. 5/04 - Apr. 23/04	2		22						22		100
Water/Wastewater - Level 1	La Ronge	Jan. 12/04 - Mar. 12/04	5		25						25		100
Skills - Industry Credit Subtotal			25	0	82	132	0	0	8	0	64	135	93%
APPRENTICESHIP & TRADE													
Carpenter Upgrader to Journeyperson	La Ronge	Jan. 7/04 - Apr. 30/04	16	14			3			11			79
Carpentry - Level 1	La Ronge	Nov. 3/03 - Feb. 6/04	12	6			1			5			83
Carpentry - Level 1	Wollaston Lake	Mar. 29/04 - June 8/04	9		10		2			8			80
Carpentry - Level 2	La Ronge	Nov. 3/03 - Feb. 6/04	12	5			2			3			60
Carpentry - Level 3	La Ronge	Feb. 17/04 - May 7/04	11	6			1			5			83
Carpentry - Level 4	La Ronge	Feb. 17/04 - May 7/04	11	7			1			6			86
Cosmetology	Creighton	July 17/03 - June 25/04	45	9				1		8			89
Hospitality Attendant Training	La Ronge	May 16/03 - Sept. 12/03	10		7			4			3		43
Institutional Cooking	La Ronge	Oct. 20/03 - Apr. 7/04	22	12			1			11			92
Plumbing Applied Certificate	Creighton	Oct. 6/03 - Feb. 27/04	18	11				4		7			64
Apprenticeship & Trade Subtotal			166	70	17	0	11	9	0	64	3	0	77%
SKILLS - INDUSTRY NON-CREDIT													
Camp Cook	Stanley Mission	Apr. 26/04 - May 14/04	3			13			2			11	85
Construction Labourer	La Ronge	July 2/03 - Oct. 10/03	13			1						1	100
Equipment Manager/Athletic Trainer	La Ronge	Aug. 31/03 - Mar. 12/04	25	1						1			100
Heavy Duty Mechanic - Exam Prep	McLean Lake	Oct. 6/03 - Oct. 17/03	2		2						2		100
Stand Tending, Orienteering, Supervisor Training	Cumberland House	July 7/03 - July 18/03	2		9				5	4			44
Skills - Industry Non-Credit Subtotal			45	1	11	14	0	0	7	5	2	12	73%



Northlands College Student Statistics 2003-2004

Skills Training Credit			No. of Weeks	Program Registrations			Discontinued			Completion/ Graduated			Completion Percentage
Program	Location	Dates		F/T	P/T	Cas	F/T	P/T	Cas	F/T	P/T	Cas	
COMMUNITY INDIVIDUAL NON-CREDIT													
Board Training	Waskesiu Lake	Jan. 8/04 - Jan. 9/04	0			8						8	100
Bookkeeping From A Shoebox	Grandmothers Bay	Feb. 17/04 - Feb. 20/04	1			7			2			5	71
Bookkeeping From A Shoebox	La Ronge	Jan. 13/04 - Mar. 30/04	1			10			4			6	60
Bookkeeping From A Shoebox	Montreal Lake	Mar. 29/04 - Apr. 2/04	1			18			4			14	78
Bookkeeping From A Shoebox	Pinehouse	Feb. 9/04 - Feb. 13/04	1			21			5			16	76
Bookkeeping From A Shoebox	Stanley Mission	Jan. 14/04 - Mar. 31/04	1			22			10			12	55
Bookkeeping From A Shoebox	Stony Rapids	Mar. 8/04 - Mar. 11/04	1			4						4	100
Computers for Beginners	La Ronge	Jan. 20/04 - Feb. 5/04	1			11						11	100
Ed To Go	La Ronge	July 2/03 - June 30/04	2			15						15	100
Education to Go	Creighton	July 2/03 - June 30/04	2			6						6	100
Introduction To Simply Accounting	La Ronge	Apr. 20/04 - May 6/04	1			11						11	100
Microsoft Excel	La Ronge	Feb. 24/04 - Mar. 16/04	1			13						13	100
Minute Taking	La Ronge	Sept. 16/03 - Sept. 16/03	0			16						16	100
Pre-Apprenticeship Carpentry	Wollaston Lake	Mar. 2/04 - Mar. 26/04	4		10					10			100
Community Individual Non-Credit Subtotal			17	0	10	162	0	0	25	10	0	137	85%
PERSONAL INTEREST NON-CREDIT													
Introduction to GPS	La Ronge	Oct. 6/03 - Oct. 18/03				17						17	100
Personal Interest Non-Credit Subtotal			0	0	0	17	0	0	0	0	0	17	100%



Northlands College Student Statistics 2003-2004

Basic Education			No. of Weeks	Program Registrations			Discontinued			Completion/ Graduated			Completion Percentage
Program	Location	Dates		F/T	P/T	Cas	F/T	P/T	Cas	F/T	P/T	Cas	
Basic Education - Credit													
ADULT EDUCATION													
Adult 12	Buffalo Narrows	Aug. 18/03 - June 25/04	40	36	1		14			22	1		62
Developmental Studies - Phase 3	Beauval	Sept. 29/03 - May 28/04	32	11			3			8			73
Developmental Studies - Phase 3	Buffalo Narrows	Aug. 29/03 - Dec. 19/03	16	15			2			13			87
Developmental Studies - Phase 3	Buffalo Narrows	Jan. 7/04 - July 20/04	24	15			9			6			40
Northern Health Preparatory	Buffalo Narrows	Sept. 2/03 - June 25/04	38	15			2			13			87
Adult 12/Pre-Technologies	Creighton	Aug. 25/03 - June 25/04	41	15	18		10	6		5	12		52
Adult 12/Pre-Technologies	La Ronge	Aug. 18/03 - June 25/04	41	66	6		27	3		39	3		58
Adult 12/Pre-Technologies	Pinehouse	Sept. 29/03 - May 28/04	30	17			5			12			71
Developmental Studies - Phase 3	La Ronge	Sept. 2/03 - Mar. 26/04	27	24			10			14			58
On-Line Ten	La Ronge	Sept. 4/03 - June 17/04	37	2	9		2	7			2		18
Adult Education Subtotal			326	216	34	0	84	16	0	132	18	0	60%
ACADEMIC GED													
GED Preparation	Cumberland House	Feb. 18/04 - June 25/04	17	18			5			13			72
GED Preparation	Deschambault Lake	Feb. 11/04 - Apr. 23/04	10	7	1		4			3	1		50
GED Preparation	Pelican Narrows	Feb. 4/04 - Apr. 14/04	10	8			4			4			50
GED Preparation	Montreal Lake	Sept. 17/03 - Dec. 12/03	12	12			5			7			58
GED Preparation	Stanley Mission	Jan. 5/04 - Mar. 31/04	11	12			5			7			58
GED Preparation	Camsell Portage	Jan. 6/04 - Apr. 25/04	2		5			2			3		60
GED Preparation	Fond Du Lac	Feb., 5/04 - May 27/04	13	9			3			6			67
GED Preparation	Stony Rapids	Jan. 15/04 - May 22/04	3		17			3			14		82
Academic GED Subtotal			78	66	23	0	26	5	0	40	18	0	65%
Basic Education - Non Credit													
Developmental Studies - Phase 2	La Loche	Dec. 15/03 - June 17/04	24	16			5			11			69
Developmental Studies - Phase 2	Tumor Lake	Jan. 6/04 - June 25/04	24	15			3			12			80
GED Preparation	La Loche	Apr. 26/04 - June 3/04	2		10						10		100
Bridging To Adult 12	Creighton	Aug. 25/03 - June 18/04	39	24	9		16	5		8	4		36
Developmental Studies - Phase 2	Pelican Narrows	Jan. 7/04 - June 18/04	22	16			4			12			75
Developmental Studies - Phase 2	La Ronge	Jan. 12/04 - June 11/04	21	22			14			8			36
General Academic Studies Subtotal			132	93	19	0	42	5	0	51	14	0	58%



Northlands College Student Statistics 2003-2004

Basic Education			No. of Weeks	Program Registrations			Discontinued			Completion/ Graduated			Completion Percentage
Program	Location	Dates		F/T	P/T	Cas	F/T	P/T	Cas	F/T	P/T	Cas	
LITERACY													
Family Literacy A Healthy Choice	Dore Lake	Feb. 2/04 - Mar. 12/04	1	2						2			100
Literacy	Buffalo Narrows	Sept. 18/03 - Mar. 23/04	22	10			2			8			80
Literacy/Learning Center	Michel Village	Nov. 27/03 - May 28/04	24	17			5			12			71
Cook, Read, Write	La Ronge	Feb. 5/04 - May 14/04	3	10			4			6			60
Family Literacy	La Ronge	Nov. 10/03 - Apr. 23/04	4	36			1			35			97
Literacy	La Ronge	Sept. 15/03 - Apr. 29/04	30	21			1			20			95
Literacy Tutor Training	La Ronge	Nov. 12/03 - Nov. 14/03	1	13						13			100
Northern Literacy Network	La Ronge	Oct. 27/03 - Apr. 29/04	10	55						55			100
PALS	La Ronge	Sept. 2/03 - June 1/04	35	21			9			12			57
PLAR	La Ronge	Mar. 8/04 - Mar. 11/04	1	21						21			100
Recognition of Prior Learning*	La Ronge	Mar. 8/04 - Dec. 31/04	24	15						15			100
Workplace Education	Key Lake	Aug. 1/03 - June 30/04	45	112			7			105			94
Workplace Education	McArthur River	Aug. 1/03 - June 30/04	45	158			4			154			97
Workplace Education	Rabbit Lake	Oct. 11/03 - June 28/04	36	19						19			100
Literacy Subtotal			281	17	493	0	5	28	0	185	292	0	94%
EMPLOYABILITY LIFE Skills													
Developmental Studies - Phase 1	La Loche	Sept. 15/03 - Dec. 9/03	12	15			3			12			80
Developmental Studies - Phase 1	Turnor Lake	Sept. 22/03 - Dec. 16/03	12	14						14			100
Academic Upgrading	Creighton	Mar. 1/04 - Apr. 8/04	6	15			1			14			93
Developmental Studies - Phase 1	La Ronge	Sept. 29/03 - Dec. 19/03	12	17			3			14			82
Life Skillss/Employability Skillss	Southend	May 3/04 - June 11/04	6	18			3			15			83
Employability Life Skillss Subtotal			48	79	0	0	10	0	0	69	0	0	87%



Northlands College Student Statistics 2003-2004

University			No. of Weeks	Program Registrations			Discontinued			Completion/ Graduated			Completion Percentage
Program	Location	Dates		F/T	P/T	Cas	F/T	P/T	Cas	F/T	P/T	Cas	
U OF R AND U OF S													
Regional University Program - U of S	Buffalo Narrows	Sept. 2/03 - Apr. 23/04	30	1	5		1	1			4		67
University of Saskatchewan	Buffalo Narrows	Sept. 2/03 - Dec. 19/03	15		1			1					0
Regional University Program - U of R	Buffalo Narrows	Sept. 2/03 - Apr. 23/04	30	2	5			2		2	3		71
University of Regina	Buffalo Narrows	Sept. 2/03 - Apr. 23/04	30		3			1			2		67
University of Saskatchewan	Creighton	Sept. 2/03 - Apr. 23/04	30		2						2		100
Certificate of Indian Social Work - U of R	Creighton	Sept. 3/02 - May 31/04	35	20						20			100
Teacher Training - U of R	Pelican Narrows	Sept. 8/03 - June 24/04	36	27	1		3			24	1		89
University of Regina	Creighton	Sept. 2/03 - Apr. 23/04	30		2						2		100
University of Regina	Sandy Bay	Sept. 2/03 - Apr. 23/04	30		3						3		100
University of Saskatchewan	La Ronge	Sept. 2/03 - Apr. 23/04	30		17						17		100
University of Regina	La Ronge	Sept. 2/03 - Apr. 23/04	30	6	34		1	2	2	5	32		93
U OF R And U OF S Subtotal			326	56	73	0	5	7	2	51	66	0	91%
EXTENSION - OTHER INSTITUTES													
Regional University Program - Athabasca University	Buffalo Narrows	Sept. 2/03 - Apr. 23/04	30		4			2			2		50
Extension - Other Institutes Subtotal			30	0	4	0	0	2	0	0	2	0	50%

Services	Program	Location	Dates	No. of Weeks	Program Registrations			Discontinued			Completion/ Graduated			Completion Percentage
					F/T	P/T	Cas	F/T	P/T	Cas	F/T	P/T	Cas	
LEARNER SUPPORT														
	GED Testing	Buffalo Narrows	July 17/03 - June 1/04	30		30			2			30		100
	GED Testing	Grandmothers Bay	May 17/04 - May 18/04	0		10								100
	GED Testing	La Ronge	Aug. 5/03 - Oct. 8/03	1		9						9		100
Learner Support Subtotal				31	0	49	0	0	2	0	0	39	0	100%



Glossary

Academic GED	academic skills development that prepares individuals to write the GED exams.
Adult Education	academic skills development that leads to certification at a Grade 10 or Grade 12.
Basic Education Credit	learning that is certified by Saskatchewan Learning.
Basic Education Non-Credit	learning which may include some form of evaluation, however does not result in certification by a recognized body.
Community/Individual Non-Credit	education and training that: a) leads to or enhances a person(s)/group(s) employability or b) enhances community and/or social development but does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.
Distinct Student	an individual participating over an identified period of time, in one or more program sessions offered by the College.
Employability / Life Skills	scheduled program-based activities with an emphasis on the development of personal and life skills necessary for employment.
English Language Training	scheduled program-based activities designed to teach English as a Second Language.
Exam Invigilation	a service in which the college supervises exams for courses or programs on behalf of other post-secondary institutions, industry associations or private training institutes. Note, this does not include exam invigilation that is provided as part of a program offered by or through the College.
General Academic Studies	academic skill development that prepares individuals to meet adult 10 pre-requisites.
Institute Credit	education and training which leads to a credential (i.e. certificate, diploma, degree; from a recognized credit-granting institution.)
Industry Non-Credit	education and training that meets the specific needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.



Literacy	scheduled program-based activities that enhance an individual's reading, writing, and numeracy skills.
Program Registrations	the number of students enrolled in a program area or program type.
Personal Interest Non-Credit	education and training that meets the needs of individual(s) or group(s) for the purpose of enhancing their hobby, leisure and recreation skills.
Student - Full-Time	is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition: a) for Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and b) for university courses: a minimum of 9 hours of scheduled class time per week for a minimum of period of 13 weeks.
Student - Part-Time	is defined as: (a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hour of scheduled class time per week.
Student Casual	students who are taking courses (within a program group) that collectively total less than 30 hours in total.